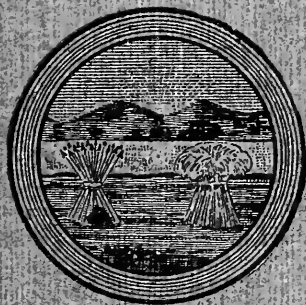


New Series

Vol. VIII., No. 3

# Ohio University Bulletin



CATALOGUE NUMBER  
1911-1912

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ATHENS, OHIO, APRIL, 1911.

Published by the University and Issued Quarterly

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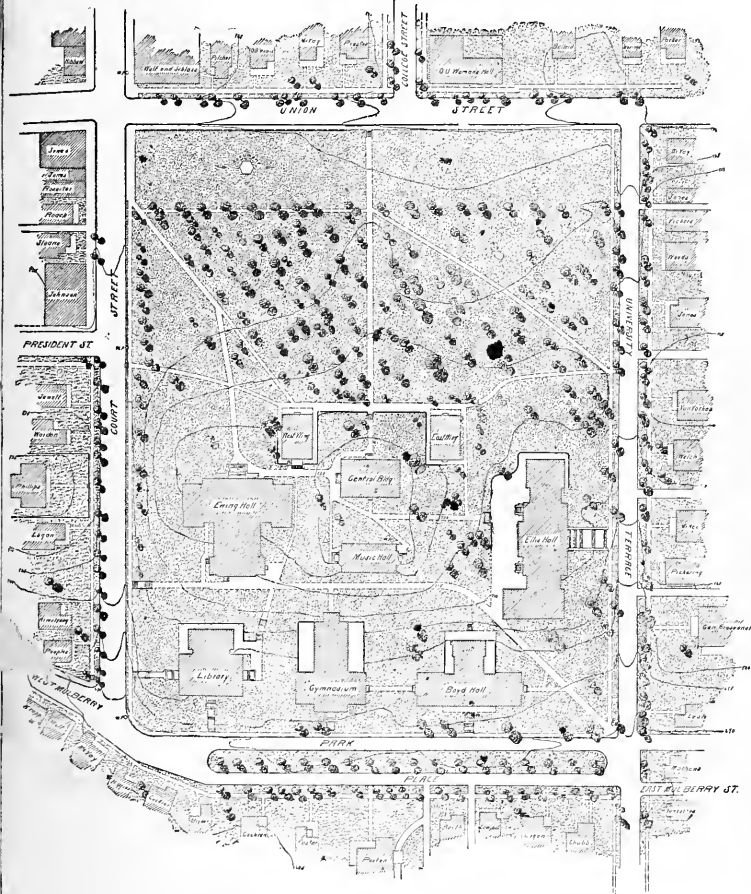
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# TOPOGRAPHIC MAP

OHIO UNIVERSITY CAMPUS.  
DEPARTMENT OF CIVIL ENGINEERING

SCALE 1 INCH = 240 FT. ROBERT E. NYE

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CATALOGUE  
OF  
OHIO UNIVERSITY  
ATHENS, OHIO

1910—1911

AND

CIRCULAR OF INFORMATION

FOR

1911—1912

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PUBLISHED BY THE UNIVERSITY  
1911

*"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."*

Article 3, Ordinance of 1787.

*"Under this statute (Ordinance of 1787) the Ohio Company, organized in Boston the year before as the final outcome of Rufus Putnam's proposed colony of officers, bought from the government five or six millions of acres, and entered on the first great movement of emigration west of the Ohio. The report creating the colony provided for public schools, for religious instructions, and for a university."*

THOMAS W. HIGGINSON.

*"We are accustomed to praise the lawgivers of antiquity; we help to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787. \* \* \* It was a movement of great wisdom and foresight, and one which has been attended with highly beneficial results and permanent consequences. \* \* \* It set forth and declared it to be a high and binding duty of government itself to support schools and advance the means of education."*

DANIEL WEBSTER.

*"That there shall be an University instituted and established in the town of Athens \* \* \* for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions."*

Section 1, Territorial Act, January 9, 1802.

*"Whereas, institutions for the liberal education of youth are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them, etc."*

Preamble, Act of Ohio Legislature Establishing the Ohio University, at Athens, February 18, 1804.

OHIO UNIVERSITY  
AND  
THE STATE NORMAL COLLEGE

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EDITH A. BUCHANAN,  
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##### REGISTRATION, CLASSIFICATION, AND DEGREES.

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##### RULES AND REGULATIONS.

*Atkinson, Evans, Bentley, Coultrap, and Mills.*

##### COURSES OF STUDY.

*Evans, Williams, Mercer, Gard, and C. M. Copeland.*

##### SUMMER SCHOOL.

*Williams, W. F. Copeland, Mills, Coultrap, and Dunkle.*

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The President of the University has membership in each committee.



## LIBRARY.

*Chubb, Treudley, Elson, Chrisman, and Bentley.*

## STUDENT WELFARE.

*Treudley, Stahl, Atkinson, Elson, and T. N. Hoover.*

## STUDENT ORGANIZATIONS.

*William Hoover, Addicott, Evans, Chrisman, and Dunkle.*

## PUBLIC EXERCISES.

*McVey, Chubb, Coultrap, Waite, and Pierce.*

## ATHLETICS — GYMNASIUM.

*Wilson, Corbett, T. N. Hoover, Parks, and Richeson.*

## SPECIAL CASES OF DISCIPLINE.

*Bentley, Atkinson, Addicott, Treudley, and Claassen.*

## TRAINING SCHOOL.

*Waite, Williams, McLeod, Gard, and Brison.*

## WOMEN'S DORMITORIES.

*Chubb, Brown, Dean, Robinson, and Stewart.*

## RECOMMENDATIONS FOR EMPLOYMENT.

*Williams, Chubb, Waite, Coultrap, and Mills.*

## ATHLETIC, LECTURE, AND ENTERTAINMENT FUND.

*C. M. Copeland, Atkinson, Chubb, Pierce, and Addicott.*

## GENERAL INFORMATION

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### OHIO UNIVERSITY

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#### ORIGIN OF THE UNIVERSITY

The existence of the Ohio University was provided for as early as 1787, in the purchase of lands made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed February 18, 1804. Its Trustees are appointed by State authority, and the Governor of the State is, *ex-officio*, a member of the Board. Recent legislation confirms the position of the University as one of the educational wards of the State of Ohio. State support gives the institution an annual revenue of about \$96,000. Other sources of income swell the amount above named to over \$130,000. Special appropriations for buildings and equipment during the last nine years ending with February, 1911, have amounted to \$478,448.

#### LOCATION

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern railroad and its branches; from the southern, central, and northern portions of the State by the Hocking Valley and the Toledo and Ohio Central railways. By these routes it is about one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the city are unsurpassed. Its principal streets are paved; it is

provided with waterworks and sewerage; its Board of Health is vigorous and efficient. There are few cities in the country that are more desirable as a place of temporary or permanent residence than Athens.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

### BUILDINGS

The University buildings are eleven in number. Nine of them are grouped on the campus.

The **"Central Building"** was erected in 1817, and is the oldest college edifice northwest of the Ohio river. This venerable structure is dear to many by strong and tender associations, and to many more by means of eminent men who have here studied and taught. It has been modernized and is admirably adapted to its uses for college work.

**"Ewing Hall,"** named in honor of Hon. Thomas Ewing, of the Class of 1815, is a handsome building in which may be found the assembly room, art rooms, various class-rooms, and the administration offices.

**"Ellis Hall,"** the new building occupied by the departments of the State Normal College, now eight years in use, is the first building in Ohio, erected at State expense, given up wholly to the training of teachers for service in the public schools. It is one of the largest, best, and most costly buildings on the grounds. Five hundred people can find comfortable seats in the assembly room of this building.

The **"Carnegie Library,"** now fully equipped and in running order, is situated in the southwest corner of the campus. It presents a fine appearance and suggests the highly practical service it is rendering the educational work of the University.

The buildings known as the **"East Wing"** and the **"West Wing"** are nearly as old as the Central Building. They afford

class-room and laboratory facilities for certain departments of instruction as well as comfortable quarters for a number of male students.

**"The Old Chapel,"** so called, stands apart from the other buildings. Some of the work of the College of Music is carried on in this building. Here the Athenian, Philomathean, and Adelphean literary societies have commodious and well-furnished rooms. On the first floor is an assembly room often used when narrower quarters than those found in the assembly room of Ewing Hall are desired.

**"Women's Hall"** is located nearly opposite the north entrance to the campus. It is a fine, commodious brick structure, heated by steam, where convenient and pleasant rooms are occupied by a Dean, a Matron, and ninety women students. The dining-room and kitchen are clean and well furnished.

**"Boyd Hall,"** the new dormitory for young women, is located near Ellis Hall and the Carnegie Library. It has a frontage of 150 feet on Park Place and a depth of 100 feet.

The building is heated by steam and lighted by electricity. Each bedroom is well lighted and has ample closet space. In all, accommodations are provided for eighty-eight students and, in addition to these, rooms are provided for the maids and servants.

In addition to the wide stairway in the central portion, there is also a stairway in each end of the building, thus providing every possible means of escape in case of fire.

**"The New Gymnasium"** is a handsome, commodious structure containing a swimming pool, lockers, offices, and all the appliances found in a complete gymnasium.

**"The Central Heating Plant,"** constructed at a cost of \$50,000, is in good running order. Recently this building has been doubled in size. Ultimately the University Electric Light Plant, now occupying basement quarters in Ewing Hall and the Old Chapel, will be installed here. It is intended that every building on the University campus shall get its heat from this Central Plant.

**"Science Hall."** Approved plans call for a large fireproof

building with a well-lighted basement and three carefully arranged stories above ground. The building, now in course of construction, with its equipment, will cost about \$120,000. To it, when completed, will be transferred the departments of Physics, Chemistry, and Biology.

**Fire Protection.** Foresight to safeguard life and property is shown in the ready means of extinguishing fires to be found in every building on the grounds. Standpipes, with hose attachments, are on every floor of each large building. Four strong extension ladders are placed where they can be reached easily in case of need. Sixty approved fire extinguishers have been located in places where their use would likely prove most serviceable.

## DEPARTMENTS AND COLLEGES OF THE OHIO UNIVERSITY

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Students are given opportunity to select work from the wide range of studies offered in the different departments and colleges. In any of the regular four-year courses, the student has choice of 1,000 hours of elective work. In selecting it, his choice is not limited to the studies of any department or college but he is privileged to choose where his inclination prompts or his future needs direct, always with such professional guidance as will help him so to correlate his work as to give wholesome unity to it. The following statements show, in concise form, the range of educational work now provided for in eight divisions of University work.

### I. COLLEGE OF LIBERAL ARTS:

1. Course leading to the degree of Bachelor of Arts (A. B.).<sup>1</sup>
2. Course leading to the degree of Bachelor of Philosophy (Ph. B.).
3. Course leading to the degree of Bachelor of Science (B. S.).

Each of these is a four-year course, based upon graduation from a high school of the first grade, or equivalent scholarship, and requires 2,500 college hours—1,500 required and 1,000 elective—for its completion.

### II. THE STATE NORMAL COLLEGE:

1. A Course for Teachers of Rural Schools—*two years*.
2. Course in Elementary Education—*two years*.
3. Course in Kindergarten—*two years*.
4. Course in Secondary Education—*four years*.
5. Course in Supervision—*four years*.
6. Professional Course for Graduates from reputable Colleges of Liberal Arts—*one year*.

7. Special Courses in Drawing—*Sufficient time to earn the special Certificate given.*

8. Special Course in Public-School Music—*Sufficient time to earn the Special Certificate given.*

Admission to any of these courses, save No. 1, is based upon graduation from a high school of the first grade or equivalent scholarship.

### III. The School of Commerce:

1. A Collegiate Course—*two years.*

2. Special Courses in Accounting, Typewriting, and Stenography.

3. Teachers' Course in Stenography—*two years.*

Graduates of high schools having a four-year course will be admitted to the Collegiate Course without conditions. All the work scheduled is very thorough and practical.

### IV. College of Music:

1. Course in Piano and Organ.

2. Course in Vocal Culture.

3. Course in Violin.

4. Course in Harmony and Composition.

### V. The Department of Physics and Electrical Engineering:

As a part of the schedule work of this department is a Short Course—two years—in Electrical Engineering. The course referred to leads to a diploma. It may all be taken as an elective course in connection with the Scientific Course as outlined in the catalogue, thus not only giving the graduate the degree of Bachelor of Science, but also establishing a special foundation for his life work as well.

### VI. Department of Mathematics and Civil Engineering:

The work of this Department is of wide range and special excellence. It includes a Short Course in Civil Engineering—two years.

The following subjects are given in the course: Mechanical Drawing, Descriptive Geometry, Shades and Shadows, Perspective, Stereotomy, Leveling, Plane Surveying, Elementary Me-

chanics, Topographic Surveying, Railroad and Highway Engineering, and Engineering Construction.

The work in English, mathematics, sciences, and languages is done in the regular University classes.

This Short Course is designed to prepare students for practical wage-earning work and for advanced standing in some technical school of high grade.

**NOTE ON ENGINEERING:**—The completion of either of the courses before set forth will prepare students for practical work at good wages and will fit them for advanced standing in the best technical schools of the country. Requirements for admission to either course are the same as those named for admission to the Freshman class of the College of Liberal Arts or the Freshman class of one of the four-year courses of the State Normal College. Students finishing either course in engineering may elect enough work in the regular Scientific Course to complete the required 2,500 hours for graduation and thereby secure the degree of Bachelor of Science. See descriptive matter under proper headings.

## **VII. The State Preparatory School:**

The presence of a Preparatory School in connection with the State Normal School and the College of Liberal Arts is a necessity under existing educational conditions. Persons who can secure full high-school training at home are urged to get it before attempting to gain admission to any of the departments or colleges of the University.

The Preparatory School of Ohio University is a model of its kind. Here students with any kind of deficiency in high-school training can make adequate preparation for entrance into the Freshman class of any of the departments or colleges of the University. Such students have the best possible instruction, and all the privileges of general culture enjoyed by members of the regular college classes. The needs of the teachers and prospective teachers, looking forward to the advanced work of the State Normal College, have been carefully considered and fully provided for in the courses offered.

Primarily, the Courses of Study are planned with two ends



in view: (1) To give the student the best possible instruction for the time he may be able to remain in college and (2) to enable him to make special preparation for regular work in one of the diploma or degree courses of the University.

### VIII. The University Summer School:

The work of the Summer School for 1911—June 19-July 28—is shown, in detail, in a special Bulletin issued January, 1911. The general plan of organization and management will be similar, in all essential features, to that which has proved so popular with students, teachers, and prospective teachers heretofore.

It is confidently asserted that this work, while of wide range and carried on somewhat hurriedly, is of high academic and professional value to teachers and those preparing to teach. In the selection of subjects of instruction and the preparation of the recitation scheme, regard has been had for the known wants of students wishing either review or advanced work. From the scheduled recitations, any one can surely select *some* study or studies that will largely if not fully meet the purpose that prompts him to seek summer-school advantages.

### DEGREES

The Bachelor's degree (A. B., Ph. B., B. S., or B. Ped.) is conferred upon students who have completed any one of the four courses laid down in another part of this catalogue.

The Master's degree (A. M., Ph. M., M. S., or M. Ped.) will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainment as will make them worthy recipients of it, and have, in addition, furnished a thesis after one year's work in residence.

Ohio University does not confer the degree of Doctor of Philosophy (Ph. D.). Only graduates of the University are eligible to the honorary degree of Doctor of Divinity (D. D.).

The honorary degree of Doctor of Laws (LL. D.) is conferred upon those selected by joint action of the Faculty and

the Board of Trustees. Other honorary degrees may be conferred when deemed proper by the authorities above named.

### ELECTIVES AND SPECIAL WORK

Each student in a regular course will be required to take at least fifteen class exercises per week, and no student will be permitted to take more than eighteen, unless some of the studies are *review work*, except on permission of the Faculty. This permission will be given only on the written request of the student. Students in any one of the courses can select subjects in any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be convinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshman year are elective. But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted, however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary training. In all cases where a student's knowledge of English is defective, he must pursue this branch until his deficiencies are made up.

No work *in absentia* will be allowed at Ohio University. Not more than two hundred hours' work, in addition to that of the three regular terms, may be taken by any student in the course of one year, and that only in the Summer, between Commencement and the opening of the next Fall term.

### METHODS OF INSTRUCTION

Instruction is given both by recitation and lecture. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the power of thought and communication.

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is gen-

erally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany, Geology, and Elementary Science make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

### LIBRARY AND READING ROOM

In the study of Literature and History the most important aid, in addition to a good teacher, is a large stock of well-selected books. In this respect the Ohio University is liberally provided. The University and Society libraries contain about 33,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible, under certain limitations, to the students. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are useful not only for reference, but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy, whether in German, French, or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books, and all the periodicals, is accessible at all times. The reading of well-chosen books not only tells

the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

### APPARATUS AND MUSEUM

The departments of Mathematics, Astronomy, Psychology, Physics, Chemistry, Biology, Elementary Science, Physiography, Manual Training, Electrical Engineering, and Civil Engineering are well-equipped with valuable apparatus, which is put at the personal disposal of the student. The subjects are illustrated upon the lecture-table, but it is insisted upon only when he has acquired skill in carrying on laboratory experiments by himself under the supervision of the professor.

The large Biological Laboratory has been filled with appliances suitable for pursuing extensive courses of study in the various departments of Biology, the selections being made with a view to furnishing each student with such apparatus, reagents, etc., as are necessary for independent work. To this end more than seventy microscopes have been provided and many duplicates of other appliances are at hand. Excellent histological apparatus is in use for freezing and sectioning, and the laboratory is also well equipped for embryological and bacteriological work.

The Museum has well-lighted, accessible quarters in the Carnegie Library. Here are to be found many rare and valuable geological, archaeological, natural, and historical specimens—the collection of many years. These collections are of general interest to the visitor and of special value to students pursuing scientific and historical studies.

The Department of Physics and Electrical Engineering is well equipped for the work it undertakes to do. Additions are made each year both to the apparatus for class demonstration and to the equipment for individual laboratory work in the various courses. The laboratory for Elementary Physics, first floor of Ewing Hall, is provided with apparatus for thorough work in mechanics, heat, light, sound, and electricity, and magnetism. The laboratory for Advanced Physics is in the basement of Ewing Hall, and is provided with all

facilities for the more advanced phases of laboratory work, besides having arrangements for the investigation of special subjects, as required in advanced elective work, and for thesis work.

The Electrical Laboratory is also in Ewing Hall and contains much apparatus for absolute measurements in electricity and magnetism. The Dynamo Laboratory, in the basement of Music Hall, contains various types of dynamos, motors, transformers; gas engines and steam engines; also the necessary forms of voltmeters, ammeters, wattmeters, tachometers, rheostats, indicators, and other appliances for the various electrical and steam tests. The shops are well provided with machinery and tools for both wood and metal working. Later on, this Department will occupy the first two floors of Science Hall, now in course of construction. The new quarters will be of ample extent, will be equipped with much new apparatus, and will afford unexcelled facilities for conducting all the work scheduled in the regular and special courses.

The Chemical Department occupies the entire second floor of the Central Building. The lecture-room has been enlarged and remodeled and will now accommodate about sixty students. It is supplied with a stereopticon and the necessary conveniences for using it in connection with lectures. The rear seats are elevated so that all have a favorable opportunity to see the lecture experiments. The laboratories have been refitted with new and modern desks on which gas and water are supplied to each student. There are three laboratories—a general laboratory with lockers for forty-eight students, a qualitative laboratory with thirty-two lockers, and a quantitative laboratory in which sixteen students can be accommodated. Each student is supplied with a locker containing all apparatus necessary for his use; and he is required to pay only for that which is broken. In connection with the quantitative laboratory is a balance-room supplied with analytical balances.

In the Department of Paidology and Psychology a laboratory has been established. Rooms set apart for this department have been equipped with furniture and apparatus such as

are needed for experimental work in these sciences. This equipment has been carefully made with the end in view of having a laboratory well arranged for carrying on both elementary and advanced work.

The Department of Mathematics and Civil Engineering is well equipped with the best modern appliances for carrying on the wide range of work offered. Fine sets of surveying instruments of the most approved kind are used by the students in field work under the direction of the Professor of Civil Engineering.

The Department of Elementary Science—Normal College—occupies most desirable quarters on the third floor of Ellis Hall. The Department has a large equipment of well-selected apparatus and illustrative material costing several thousand dollars.

The equipment of the Department of Manual Training is to be found in two large rooms well located in Ewing Hall. One of these rooms contains the machinery used in instruction in iron work. The wood-working appliances are found in the room recently used as a gymnasium. In the iron-working shop are six motor-driven engine-lathes, a power-driven 20-inch drill-press, a 12-inch shaper, also motor-driven, and a power saw, besides smaller lathes, grinders, tools, and other appliances. In the wood-working room are found ten high speed wood-turning lathes, a 24-inch band saw, a 12-inch circular saw, a 12-inch jointer—all power-driven; also twenty individual work benches and the necessary individual sets of tools.

The department of Physiography is equipped with reflectroscope, tellurian, globes, relief maps, wall maps, blackboard outline maps, individual globes and abundant library references.

The Art Departments—University and Normal—occupy large, well-lighted suites of rooms with equipments of an up-to-date character. Facilities for carrying on the special work of these departments are of the very best.

### MAPS, CHARTS, ETC.

Excellent sets of maps, chiefly those of Kiepert and others, published by Rand, McNally & Co., intended to illustrate the physical features and political changes of the historical countries of Europe and the East, have lately been added to the equipment of the institution. These, in addition to those before on hand, afford an important and well-nigh indispensable aid to the study of history and geography. The outfit in this regard is believed to be unusually complete.

Wall and portfolio pictures, and hundreds of lantern slides, form an important part of the equipment of many of the departments of the University.

### DISCIPLINE—OPPORTUNITY

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the students' self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted, and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing in either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college studies, he will be requested to withdraw. But in the latter case, his parents will first be notified, and if he is not withdrawn within a reasonable time, he will be dismissed.

All worthy young men and women can secure a college education if they very much desire it. If preparation for admission to a college class can not be made at home, it can be secured in the Preparatory School connected with the Univer-

sity and the Normal College. Students with limited supply of money can work and study, taking longer time for the completion of a course, and in the end, and with honor, attain graduate rank.

### SCHOLASTIC REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS

Ohio University recognizes and gives full credit to the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the first grade can enter the Freshman class of the College of Liberal Arts or the State Normal College, or enter upon the short courses in the School of Commerce, in Electrical Engineering, and in Civil Engineering *without examination*, provided they have completed at least fifteen units of secondary work as the terms are generally understood and applied in educational circles; also, graduates from high schools named in the accredited lists of colleges and universities of recognized high standing will be received, by certificate, on equal terms.

When any part of the fifteen units of secondary credit is made up of what may be regarded as legitimate college work the same will be accepted without examination, but no hours of *college credit* will be given therefor.

When the fifteen units of secondary credit do not include all the studies required as preparatory work by Ohio University, such studies may be regarded as electives, and included in the 2,500 hours of college work required for graduates.

The foregoing statements are made to show students that, in order to complete any one of the four-year degree courses, they must have fifteen units of preparatory credit, and 2,500 hours of collegiate work.

A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

"This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks,



that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week but, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit."

To enter the Freshman class of Ohio University, fifteen units are required.

Graduates from a first-grade high school, *English Course*, can enter the Freshman year of the course leading to the degree of Bachelor of Philosophy, with the understanding that they must take four years' work in Latin with college credit therefor.

In requirements for admission to the Normal College, and to the Scientific Course in the College of Liberal Arts, modern languages may be substituted for Latin. Graduates from the English Course of a first-grade high school have the same privilege of substitution in regard to Latin as in the course leading to the Ph. B. degree.

Graduates from a "Commercial Course" of a first-grade high school will be given full credit for the special work there done, should they enter upon any course connected with the School of Commerce; but if such graduates seek admission to the Freshman class of the College of Liberal Arts, or the State Normal College, they will be given such credit as may be deemed just and proper by the Faculty Committee on Registration, after a careful examination of each separate case.

The intent of the foregoing is to make it clear that Ohio University will recognize all work of a high school of the first grade *at its full value*. After the student is given admission, with college rank, to any scheduled course, he will be required to "make good," *in full measure*, all required and elective work necessary to complete 2,500 hours of credit.

In all cases where students seek to enter any of the colleges or departments of the University without examination, they must present to the Registrar the legal certificate, or a certified copy thereof, which accompanies the diploma of each high

school graduate; or a "Certificate of Application for Admission," prepared by the University, will be sent to prospective students, thus enabling them to comply with the conditions hereinbefore stated.

Holders of High School Certificates, issued by the Ohio State Board of School Examiners, will be admitted to the Freshman class of any college or department of the University *without conditions*. If they enter upon any four-year or degree course in the State Normal College, they will be given, in addition, such professional credit as conditions may suggest as just and proper. Also, any holder of the State Certificate, before referred to, may receive college credit for branches of college grade named therein when the same are accepted by the Faculty Committee on Registration of Students.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Women are admitted to all departments of the University on the same terms, and under the same conditions as those prescribed for men.

### SYNOPSIS OF REQUIREMENTS

#### Subject to Exceptions Hereinbefore Set Forth

Group A—Required of all courses:

English, three units.

Mathematics, two and one-third units.

Physics, one unit.

United States History and Civics, one unit.

General History, one unit.

Botany, two-thirds of a unit.

Physical Geography, one-third unit.

Physiology, one-third unit.

Drawing, one-third unit.

Group B—Required in addition to Group A for the Classical Course:

Latin, four units.

Greek, one unit.

Group C—Required in addition to Group A for the Philosophical Course:

Latin, four units.

German or French, one unit.

Group D—Required in addition to Group A for the Scientific Course:

Latin, four units.

German or French, one unit.

Or, French and German may be substituted for all or a part of Latin.

For full details concerning the subjects required for admission consult the courses of study of the State Preparatory School found elsewhere in this catalogue.

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## HELPS TO REGISTRATION

Prospective students, who do not wish to take entrance examinations, should secure blank certificates of application for admission from the President or the Registrar of the University, then have their High School credits entered therein by the Superintendent of their local school and attested by his signature. These papers should then be forwarded to the University not later than September 1st, in order that the applicants' standing may be determined before the opening of the college year. Students coming from other colleges are required to present properly signed statements of work and certificates of honorable dismissal from the institution last attended.

In order to expedite registration, several members of the Faculty act as advisers for the various colleges and depart-

ments of the University. The following selection has been made for the year 1911-1912:

College of Liberal Arts, Dean Chubb.

Normal College, Dean Williams.

Electrical Engineering, Professor Atkinson.

Civil Engineering, Professor Addicott.

School of Commerce, Professor C. M. Copeland.

College of Music, Professor McVey.

State Preparatory School, Professor Coultrap.

Before reporting to the Registrar, *all students* should consult their course advisers, who will assist them to make out their work for the term. They should next go to the Registrar's office, present their selection of studies, secure a registration card, and *pay their fees in full*.

Preparatory students will not be allowed to enroll for collegiate subjects unless their required preparatory work is not sufficient to complete their registration. Collegiate credit in any subject will not be granted to a student who is under fifteen years of age.

When a student has registered, no change may be made in his work, except in case of error, without the consent of his adviser and the Registrar. After three weeks, the consent of the Faculty is necessary.

Students who fail to register on the first two days of the term will be charged a registration fee of eight dollars. *All fees are due and payable in advance.*

## FEEs

There is no charge for tuition in any of the regular preparatory or collegiate classes, but all students pay a registration fee of six dollars a term, three terms a year. For the summer term of six weeks the registration fee is three dollars. From the regular term fee of six dollars one dollar is turned over to the control of the Faculty Committee on "Athletic, Lecture, and Entertainment Fund." It is the purpose of this committee

to administer the fund so that the students may have the opportunity to hear distinguished lecturers, scholars, musicians; also to provide students with free admission to a number of baseball and football games.

**Laboratory Fees**—In the laboratory courses in physics and electrical engineering, elementary science, paidology and psychology, and Course 1 in chemistry, there is a fee of \$1.00 per term for each course. In the other—the advanced and elective—courses in chemistry, the term fee is \$2.00.

All laboratory fees are payable at the beginning of each term in which the laboratory work is required. To these fees is added a small charge for breakage—to careful students usually not more than a few cents. Regular and special fees, save breakage fees, are collected by the Registrar when the student registers. Breakage fees are collected by heads of departments. Any balance of such fees, after they have met the purpose for which collected, shall be returned to students upon their completion of the course, or when they withdraw from class with honorable dismissal.

**Field Work in Civil Engineering**—Students taking field work in Civil Engineering pay a term fee of \$1.00.

**Normal College Art Department**—Instruction in school drawing is free. Students in elementary manual training, on account of material used by them, pay a fee of \$1.75 per term. *This covers everything.*

**Gymnasium**—A deposit fee of \$1.00, collected by the Curator of the Gymnasium, is put up by each student at the beginning of each college year, or whenever he enters college. This fee is to insure the proper use of the locker, the return of the locker key, and the right handling of the gymnasium equipment.

**School of Commerce**—The fee in stenography and typewriting is \$5.00 per term. The fee for typewriting alone is \$2.00 per term. The registration fee of \$6.00 gives the student free instruction in other subjects scheduled.

College of Music—Fees, per term, including the registration fee of \$6.00, are as follows:

Piano Lessons (two per week) elementary grades....	13 00
Piano       "       "       advanced grades.....	16 00
Voice       "       "       .....	16 00
Violin       "       "       .....	16 00
Organ       "       "       .....	16 00
Rent of piano, one hour per day for each term.....	2 00
Rent of organ, one hour per day for each term.....	6 00

Students of the College of Music who have paid the regular registration fee of \$6.00 are entitled to pursue other regular college work without paying additional fees.

Diplomas and Certificates—For each diploma granted, in course, a fee of \$5.00 is charged; for each certificate, a fee of \$1.50. The charge for the diploma representing the Master's Degree is \$10.00. The diploma given in connection with the conferring of any honorary degree is presented free of charge.

Drawing and Painting—All instruction in drawing is free, but students taking individual instructions in painting pay a term fee of \$10.00.

## EXPENSES

Board and lodging can be obtained within a reasonable distance of the University at \$3.50 per week. By forming clubs, students may board at from \$2.50 to \$3.00 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

All young women who are not residents of Athens are required to reside in Boyd Hall or Women's Hall, unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves, and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make these quarters as attractive and pleasant as possible, and at the

same time to keep the cost as low as is consistent with the accommodations provided. The cost of room and board is from \$3.50 to \$3.75 per week, according to the size and location of the room. Everything is furnished except soap and towels. About one hundred and eighty young women can be received.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given.

LOWEST		HIGHEST	
Registration fee.....	\$18 00	Registration fee.....	\$ 18 00
Board in clubs, av'age	85 50	Board in priv. family.	114 00
Room .....	28 50	Room .....	47 00
Books .....	15 00	Books .....	20 00
Laundry .....	20 00	Laundry .....	30 00
Incidentals .....	10 00	Incidentals .....	15 00
<hr/>		<hr/>	
\$177 00		\$244 00	

This estimate is for three terms or thirty-eight weeks, and includes all necessary expenses. The additional charges for students who take electives in Chemistry and Electricity and for those receiving special instruction in Music, Painting, Elocution, and certain commercial branches are elsewhere noted.

### SELF-HELP

It is the glory of Ohio University that she does not shut any of her doors against the poor boy or girl. The munificence of the State of Ohio furnishes her sons and daughters with the educational facilities that once were deemed the prerogatives of the children of the rich.

Some young ladies recently formed a "Self-Boarding Club" and demonstrated that it is possible to have wholesome food, in ample measure, at a cost of one dollar and a half per week for each person.

At the present time there are at least sixty Ohio University

boys making their boarding expenses, many of them are making more. There are twenty-five boys earning their meals by acting as waiters in restaurants and other boarding places. Ten boys earn their board by running boarding clubs. Eight boys are earning from \$6.00 to \$15.00 per month apiece by acting as janitor for different club rooms and churches in town. Still there are numerous others earning from a few cents a week up to a good salary by doing all kinds of work, such as reporting for the papers, collecting laundry, acting as agents for different firms, clerking in different stores, and doing odd jobs for the town people. These are a few of the ways an energetic student can help himself through school. These positions are changing hands two or three times a year, that is, the most of them are, and if one is on the lookout he can soon get a good place.

Said a student recently: "I have been at Ohio University for two years, and to me this is the place for the poor boy. It is a place where one can get the benefit of large appropriations made by the State for running the school where almost all we spend is for our living expenses, which are as cheap, if not cheaper, than any place else; where the classes are comparatively small on account of the large faculty; where the location is very healthful, landscape beautiful, and the water is as pure as can be found anywhere."

### THE ALUMNI LOAN FUND

Three thousand dollars have already been subscribed by the alumni and friends of Ohio University to the Alumni Loan Fund. The purpose of this fund is to loan money to deserving students who have proved their worth in character and scholarship. No aid is given before the student has completed 1,000 hours of college credit. The fund is administered by a committee consisting of President J. D. Brown, of the Bank of Athens, the Dean of the College of Liberal Arts, and the Secretary of the Faculty.



### RELIGIOUS INFLUENCE \*

The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. Students are encouraged to attend with regularity the churches of their choice. The various churches of Athens, both Protestant and Catholic, are cordially thrown open to the students.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind"; and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellowmen. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser, but also better, than they came. If such is not the case it will not be for want of care on the part of the Faculty.

### YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS

Both the Y. M. C. A. and the Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other.

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\*Sixty-five per cent. of all the students enrolled are church members. Eighty per cent. of all students in regular attendance are members of the Y. M. C. A. or the Y. W. C. A. At least three classes in Bible study are instructed, by Faculty members, each term. This is elective work with college credit.

These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take and active interest in promoting the spiritual, moral, and intellectual welfare of the entire student body. The management of the University is in hearty sympathy with these organizations and does all that is possible to aid them in their work.

The Y. W. C. A. has a rest room on the first floor of the Central Building, and has an assembly room on the second floor of the West Wing.

The Y. M. C. A. has a basement room, with seating capacity for two hundred people, in the well-lighted Carnegie Library.

All these rooms are well furnished, presenting a home-like and inviting appearance.

### LITERARY SOCIETIES

There are three literary societies in the University, the Athenian, the Philomathean, and the Adelphean. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions.

The first annual contest in oratory, between the Athenian and Philomathean literary societies, was held in the Spring term of 1901. Each succeeding Spring term of the college-year has brought a contest of similar nature. Up to 1907, when Mr. J. D. Brown donated \$100 for the prizes, the prizes were as follows: First prize, \$30; second prize, \$20.

THE "BROWN PRIZE IN ORATORY"—Mr. James D. Brown, a public-spirited citizen of Athens, who has always shown a deep interest in the welfare of the University, and a special interest in the oratorical contests, has made provision for prizes to be awarded to the three oratorical contestants winning highest grades, as follows: First prize, \$50.00; second prize, \$30.00; third prize, \$20.00. This generous action has

stimulated increased interest, among students, in the work of the literary societies.

The results of the different contests are shown herewith:

YEAR.	FIRST PRIZE.
1901.....	May S. Conner, Philomathean.
1902.....	James P. Wood, Philomathean.
1903.....	Albert J. Jones, Philomathean.
1904.....	Clarence Matheny, Athenian.
1905.....	Harley E. Baker, Athenian.
1906.....	Fred Shaw, Athenian.
1907.....	Malcolm Douglas, Philomathean.
1908.....	Ora C. Lively, Athenian.
1909.....	Horace E. Cromer and James A. Long, Philomathean, <i>tie</i> .
1910.....	Harley A. Tuttle, Athenian.

YEAR.	SECOND PRIZE.
1901.....	Lissa Williamson, Philomathean.
1902.....	Adam G. Elder, Athenian.
1903.....	Victor Alvan Ketcham, Athenian.
1904.....	Josephine Caldwell, Philomathean.
1905.....	Floyd S. Crooks, Athenian.
1906.....	Malcolm Douglas, Philomathean.
1907.....	Lewis E. Coulter, Athenian.
1908.....	J. P. Alford, Philomathean.
1910.....	Elgie Le Roy Bandy, Athenian.

YEAR.	THIRD PRIZE.
1907.....	G. C. Morehart, Athenian.
1908.....	A. S. Northup, Athenian.
1909.....	William T. Morgan, Athenian.
1910.....	Wilhelmina Boelzner, Philomathean.

### ORATORICAL ASSOCIATION

There is an Oratorical Association under whose auspices Intercollegiate debating and contests in Oratory are held.

This association is a student organization with a committee of faculty advisers. In recent years debates have been held with the University of Cincinnati, Miami University, Butler University, and Marietta College. This year an oratorical league has been formed, including De Pauw, Wabash, Butler, Miami, Kentucky State, and Ohio University.

### THE EMERSON PRIZE POEM FUND

The late W. D. Emerson, of the class of 1833, bequeathed to the Trustees of Ohio University the sum of one thousand dollars, the interest on which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The awards have been as follows:

YEAR.	NAMES.
1893.....	Miss Carrie Schwefel.
1895.....	Miss Esther Burns, and Mr. John H. Atkinson.
1897.....	Miss Virginia M. Houston.
1899.....	Miss Virginia M. Houston, Mr. John H. Atkinson, and Miss Willa C. MacLane.
1901.....	Miss Willa C. MacLane.
1905.....	Miss Winnifred Richmond.
1907.....	Mr. Harold Edgar Cherrington.
1909.....	Miss Mary Treudley.
1911.....	Miss Carrie Alta Matthews.

Persons distinguished in the literary walks of the country have served as judges. Among these may be named: Miss Annie Fields, Mr. Maurice Thompson, Mr. E. C. Stedman, Mrs. Margaret E. Sangster, Mr. W. D. Howells, Mr. Clinton Scollard, Mrs. Ella Wheeler Wilcox, Prof. George E. Woodberry, Prof. W. H. Venable, Prof. George P. Baker, Prof. Henry Van Dyke, Mr. Hamilton W. Mabie, Dean J. V. Denney, Mr. Edmund Cooke Vance, Prof. H. C. Grumbine, Prof. Richard Burton, Mr. Robert U. Johnson, and Hon. James Ball Naylor.

For the information of future contestants, and others inter-

ested, the conditions of the competition for the Emerson Prize are herewith given: *They must be observed in every particular.* Amount, about \$120. Date of award not later than the opening of the Winter term, 1913.

The competitors must be either graduates or students in actual attendance at the University.

The poems must be in the hands of the President of Ohio University before the opening of the Winter term, 1913.

The prize will be awarded upon the merits of the production, not its length.

Anyone having, in any contest, been awarded first prize, shall not again be eligible to contest.

The judges shall be three disinterested persons appointed by the President of Ohio University and the Professor of English Literature *ibidem*, who shall independently of each other pass upon the production submitted to them.

In the preparation of the MSS. the following regulations are to be observed:

Use the typewriter.

Use paper eight and one-half by eleven inches.

Write only on one side.

Send in three typewritten copies.

Mark the MSS. with some pseudonym or character, and send this in a sealed envelope, with your name and address, to the President of the University. This envelope will not be opened until the award of the judges has been made.

## FACILITIES FOR PHYSICAL INSTRUCTION

THE NEW GYMNASIUM—It is hoped that the magnificent new Gymnasium will greatly increase the interest in physical culture. It is now completed, well equipped, and affords excellent opportunities for the development of the physical nature.

The use of the baths and the gymnasium is free to students. A deposit fee of *one dollar* is required of each student as a pledge for the proper care of his locker and key. This fee will be returned to the student, when leaving college, if the key is returned and the locker left in good condition. In the conduct of the gymnasium, the aim is not so much the development

of a few gymnastic experts as the provision for wholesome exercise for the many. For this purpose regular instruction in light gymnastics is given for both ladies and gentlemen.

**ATHLETIC FIELD**—The athletic field is a level tract of ten acres, owned by the University, and situated a few minutes' walk southward from the campus. The field has been equipped especially for baseball and football.

**ATHLETIC RULES**—1. Four terms of gymnastic work are required in *all courses*.

2. This work covers two hours each week throughout the Fall and Winter terms.

3. No credit will be given for work done in the gymnasium.

Work in the gymnasium is to begin as soon after matriculation as the above regulations will admit. In applying the above it is understood that two terms of work shall be completed within one year after the student's matriculation; the other two terms must be completed before the student graduates from any course leading to a diploma or a degree.

**SUPERVISION OF ATHLETIC SPORTS**—The general supervision of athletic sports is vested in a Faculty Committee.

The Advisory Board consists of the officers of the Athletic Association. These boards, under certain regulations, have charge of all financial affairs of the Athletic Association and the arrangement of all intercollegiate games. These games are played under Ohio Conference rules.

The Faculty Committee, composed of five members, has charge of all matters involving the relation of athletic sports to the University; for example, the eligibility of players proposed for any University team and the investigation of charges of misconduct on the part of players. The policy of the committee is to foster the spirit of honor and gentlemanliness in athletics, to suppress evil tendencies, and to see that play shall not encroach too much upon the claims of work.

## COLLEGE OF LIBERAL ARTS

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### COURSES OF STUDY

In the following scheme, the figures indicate the number of exercises per week. It is believed that the four courses given below are equal in educational value, and all require 2,500 hours of class-room work for their completion. The required work in each of the three first courses is about 1,500 hours. Each student is expected to select the remaining 1,000 from the electives offered in the various departments of the University. The courses in Electrical and Civil Engineering offer no elective work.

#### REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS

##### Freshman Year

FALL TERM—Greek, 4; Latin, 4; Algebra, 4; Political Economy, 2; Tennyson, 3.

WINTER TERM—Greek, 4; Latin, 4; Plane Trigonometry, 4; Political Economy, 2; Invertebrate Zoology, 2.

SPRING TERM—Greek, 4; Latin, 4; Invertebrate Zoology, 4.

##### Sophomore Year

FALL TERM—Greek, 4; Chemistry, 4; European History, 3; College Rhetoric, 3.

WINTER TERM—Greek, 4; Physiology, 4; Chemistry, 4.

SPRING TERM—Greek, 4; Physiology, 4; European History, 3.

##### Junior Year

FALL TERM—History of English Literature, 4; Psychology, 4.

WINTER TERM—Psychology, 4; Astronomy, 4.

SPRING TERM—Nineteenth Century Prose, 4.

**Senior Year**

FALL TERM—Geology, 4; Logic, 4.

WINTER TERM—Thesis, 5.

Three terms of Sophomore Latin, 4 hours per week, or three terms of Junior Greek, 3 hours per week, are required of all candidates for the degree of A. B.

**REQUIRED SUBJECTS FOR THE DEGREE OF  
BACHELOR OF PHILOSOPHY****Freshman Year**

FALL TERM—Latin, 4; German, 4; Algebra, 4; Political Economy, 2; Tennyson, 3.

WINTER TERM—Latin 4; German, 4; Plane Trigonometry, 4; Political Economy, 2; Invertebrate Zoology, 2.

SPRING TERM—Latin, 4; German 4; Invertebrate Zoology, 4.

**Sophomore Year**

FALL TERM—French, 4; Chemistry, 4; European History, 3; College Rhetoric, 3.

WINTER TERM—French, 4; Chemistry, 4; Physiology, 4.

SPRING TERM—French, 4; Physiology, 4; European History, 3.

**Junior Year**

FALL TERM—History of English Literature, 4; Psychology, 4; Ethics, 3.

WINTER TERM—Psychology, 4; Sociology, 3; Astronomy, 4.

SPRING TERM—Nineteenth Century Prose, 4.

**Senior Year**

FALL TERM—Logic, 4; Geology, 4; Philosophy, 3.

WINTER TERM—Philosophy, 3; Thesis, 5.

SPRING TERM—Philosophy, 3.



## REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE

### Freshman Year

FALL TERM—Chemistry, 4; German, 4; Algebra, 4; Political Economy, 2; Tennyson, 3.

WINTER TERM—German, 4; Plane Trigonometry, 4; Political Economy, 2; Chemistry, 4; Invertebrate Zoology, 2.

SPRING TERM—German, 4; Invertebrate Zoology, 4; Spherical Trigonometry, 4; Chemistry, 4.

### Sophomore Year

FALL TERM—French, 4; Analytical Geometry, 4; European History, 3; College Rhetoric, 3.

WINTER TERM—French, 4; Physiology, 4.

SPRING TERM—French, 4; Physiology, 4; European History, 3; Physical Measurements, 4.\*

### Junior Year

FALL TERM—Physics, 3; Physical Laboratory, 2; History of English Literature, 4; Psychology, 4.

WINTER TERM—Physics, 3; Physical Laboratory, 2; Psychology, 4; Astronomy, 4.

SPRING TERM—Physics, 3; Physical Laboratory, 2.

### Senior Year

FALL TERM—Geology, 4; Logic, 4.

WINTER TERM—Thesis, 5.

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\*Also required in the Engineering and Medical Courses.

# DETAILED STATEMENT

## OF THE

### DEPARTMENTS OF INSTRUCTION

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#### COLLEGIATE DEPARTMENT

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#### RHETORIC AND ENGLISH LITERATURE

PROFESSOR CHUBB.

The aim of the English Department is two-fold, to train the power of expressing thought, and to cultivate an appreciation of literature. In the classes in Rhetoric, the main stress is placed upon the actual work in composition done by the student. In the study of literature the endeavor is to quicken the artistic and æsthetic sense.

The Library is the laboratory of the English Department. In the study of an author different students are assigned different works for reading. Each student then reports, sometimes in an address, sometimes in an essay, upon the results of his reading.

*When studying literature, emphasis will also be placed upon the practice of composition, and in the classes in Rhetoric much attention will be given to the study of Literature.*

**The Amount of College English Required for Graduation**

For the B. S. degree, 150 hours' credit.

For the A. B. degree or Ph. B. degree, 198 hours' credit.

#### COLLEGE COURSES

##### Fall Term

1. TENNYSON—A study of the Idyls of the King, In Memoriam, The Princess, and some of the shorter poems. Three hours. (Required.)

2. COLLEGE RHETORIC—In this work the stress is placed upon paragraph-writing\* and editorials. Three hours. (Required for all degrees, Sophomore.)

3. HISTORY OF ENGLISH LITERATURE—A text is studied and each member makes a special study of a topic assigned. Four hours. (Junior required.)

Before taking this course, students are required to have read the following English masterpieces: Shakespeare's Hamlet, Macbeth, As You Like It, and Othello; Milton's Paradise Lost, Book I., Lycidas, L'Allegro, and Il Penseroso; Bunyan's Pilgrim's Progress; DeFoe's Robinson Crusoe; Swift's Gulliver's Travels; Pope's Rape of the Lock; Goldsmith's Vicar of Wakefield; Burns's Cotter's Saturday Night, The Two Dogs, and Tam O'Shanter; Shelley's Cloud, Skylark, and Ode to the West Wind; Keat's St. Agnes, Grecian Urn, and Nightingale; Browning's Pippa Passes; Tennyson's In Memoriam, and The Princess, and at least one of the novels of each of the following: Scott, George Eliot, Dickens, Thackeray, and Stevenson.

4. THE ENGLISH BIBLE—This course is offered by several professors. It is open to all. One hour. Given each term.

#### Winter Term

5. EMERSON—The prose of Emerson is studied, also Chubb's "English Words." Three hours. (Freshman elective.)

6. SHAKESPEARE—A study of the English Historical Plays in chronological order, King John, Richard II, Henry IV, Henry V, Henry VI, Richard III, and Henry VIII. Four hours. (Open to all who have taken the first term in Shakespeare.)

7. BROWNING—Three hours. (Senior elective.)

#### Spring Term

8. BYRON, KEATS, AND SHELLEY—Three hours. (Freshman elective.)

9. CHAUCER—Three hours. (Sophomore elective.)

10. NINETEENTH CENTURY PROSE LITERATURE—Carlyle, Arnold, and Stevenson are studied in class. Four hours. (Junior required.)

## GREEK

PROFESSOR DUNKLE.

It is the aim of this Department to enable students to read the authors commonly read in colleges, and to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, attention is drawn to those words that are etymologically related to other languages, particularly Latin, German, and English. Especial prominence is given, as the student progresses, to the following points:—First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is believed that a more lasting and more satisfactory impression will thus be made on the mind of the student than by the use of selections only. It is a well-established principle in the study of teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity,—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that the study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important elements of a liberal education.

One year of preparatory Greek is required of all students who take the classical course. A detailed statement of this work is given elsewhere. The following courses in collegiate Greek are offered for 1911-1912.

Fall Term — Xenophon's *Anabasis*, Books II-IX. and Greek Prose, Freshman, 4 hours.

Herodotus, Sophomore, 4 hours.

Demosthenes de Corona, Junior, 3 hours.

Winter Term—Homer's Iliad and Greek Prose, Freshman, 4 hours.

Lysias's Select Orations, Sophomore, 4 hours.

Euripides, the Medea or the Iphigenia in Tauris, Junior, 3 hours.

Spring Term—Homer's Iliad and Greek Prose, Freshman, 4 hours.

Plato's Apology and Krito, Sophomore, 4 hours.

Sophocles, the Antigone or the Oedipus Tyrannus, Junior, 3 hours.

The Greek of the Freshman and Sophomore years is required of all candidates for the degree of A. B.; that of the Junior year is prescribed for those who do not elect Sophomore Latin.

More important, however, than any quantity of text perfunctorily read is a knowledge of the language and a true conception of Greek life and the artistic ideals of the Greeks. The college library is well supplied with works of reference to which every student has access, and which he is urged to exploit to the fullest extent. But there are certain indispensable books which he must have at his elbow if he desires to make satisfactory progress and is not content merely to get the lesson for the day. These are a standard Greek Grammar; Goodwin's Moods and Tenses; Liddell and Scott's Lexicon; Peck's Classical Dictionary; a Classical Atlas. Some of these manuals are just as useful for the study of Latin as for Greek.

Students who wish to pursue Greek beyond the prescribed undergraduate course can be accommodated with three exercises per week for three terms, the subject to be studied or the authors to be read to be selected by the professor after consultation with the candidates. In addition to subjects exclusively Greek, one term in Greek history and one term in Comparative Philology may be taken.

## LATIN DEPARTMENT

DAFYDD J. EVANS, *Professor.*M. ELLA MOORE, *Assistant.*

Admission to the Freshman class is, without condition, given to those who finish the course in the State Preparatory School and to those who bring from accredited High Schools certificates covering the same course. This course is Cæsar, 4 books; Cicero, 6 orations; Vergil's Aeneid, first 6 books; weekly exercises in Latin composition.

The work of the Freshman year is required for the degrees of A. B. and Ph. B., and consists of De Senectute and De Amicitia, Livy, and Horace's Odes, with Latin writing weekly. *Four hours per week through the year.*

The work of the Sophomore year is required for the degree of A. B., but Greek may be substituted for it. For 1911 and 1912 the course will be the Letters and Satires of Horace, Tacitus's Agricola and Germania, and Juvenal's Satires. *Four hours per week through the year.*

Elective Latin: For the year 1911-1912.

Roman Oratory; Fall Term, Cicero's De Oratore, *three hours per week*. Winter Term, Quintillian, Book X, *three hours per week*. Spring Term, Roman Drama, Plautus's Captivi and Trinummus. *Two hours per week.*

In all the course it is the endeavor to impress upon the minds of students that Roman literature and the Latin language reflect the genius of a moral, practical, and mighty people, who, more than any other nation, have left their impress on the world in law and government; and that "Rome is the center of our studies and the goal of our thoughts; the place to which all paths lead, and from which all paths start again."

The college library is well supplied with books of reference to which students have access. Indispensable, however, are the following, which students are required to procure: Latin Grammar, Lexicons—Latin-English, and English-Latin, Gow's Classical Companion, and a Classical Atlas.

## MATHEMATICS AND CIVIL ENGINEERING

PROFESSOR HOOVER.

PROFESSOR ADDICOTT.

## COLLEGIATE MATHEMATICS

## Fall Term

Solid Geometry, repeated, 5 hours per week. Preparatory.

College Algebra, 4 hours. Freshman.

Analytical Geometry, 4 hours. Sophomore.

Analytical Mechanics, 4 hours. Junior.

## Winter Term

College Algebra, repeated, 4 hours. Freshman.

Plane Trigonometry, 4 hours. Freshman.

Differential Calculus, 4 hours. Sophomore.

Analytical Mechanics (continued), 4 hours. Junior.

## Spring Term

Solid Geometry, regular term. Preparatory, 5 hours.

Spherical Trigonometry, 4 hours. Freshman.

Integral Calculus, 4 hours. Sophomore.

General Astronomy, 4 hours (elective); prerequisites, all preceding courses. Junior.

In teaching the pure Mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of Mathematics is to apprehend these clearly.

FRESHMAN ALGEBRA—The continuation of Fisher and Schwatt's *Higher Algebra* used in the preparatory courses and starting with harmonical progression. In addition, the chapters on the binomial theorem, logarithms, permutations and combinations, variables and limits, the parts of Chapter XXXIII. on infinite series which contribute to the determination of the condition of convergency of the expansion of a binomial with any rational exponent, of the exponential and

logarithmic series of Chapter XXXVIII., and of recurring series in Chapter XXXVII.; also the parts of Chapter XXXV., embracing the theorem of undetermined coefficients and its application to, at least, the expansion of rational fractions into series, partial fractions, and to the finding "the general term"; recurring series, method of differences, interpolation, Chapters XXXIX. and XL. on determinants and the theory of equations, all illustrated by the solution of many original exercises. Given in the Fall Term, Freshman year, and repeated in the immediately following Winter Term.

PLANE TRIGONOMETRY—There will be used in the Winter Term Bauer and Brooke's *Plane Trigonometry*. Hussey's mathematical tables will be used. Special emphasis will be put upon the analytical theory, and all parts of the work illustrated by large practice in the application of principles. In calculation the methods of the professional computer will be used.

SPHERICAL TRIGONOMETRY—Chauvenet's excellent and standard text is used. About all the text for which the student is, at this stage of his mathematical study, prepared, is taken. Special pains is taken in computation.

ANALYTICAL GEOMETRY—Smith and Gale's Introduction to Analytical Geometry is taken in the Fall Term, special effort being put on the original exercises. This branch is of great importance to engineering students. It is, besides, of most valuable disciplinary importance to any under-graduate.

DIFFERENTIAL CALCULUS—This will be given in the Winter Term of the Sophomore year. The first nineteen chapters of Osborne's revised text will be used.

INTEGRAL CALCULUS—This is a continuation of the work of the previous term in Osborne's text, and will be given in the Spring Term of the Sophomore year. The method of limits is the basis of the theory. Extensive drill in integration is given the student that he may acquire skill in this refined and highly useful instrument of investigation.

ANALYTICAL MECHANICS—Bowser's text, applying every previous mathematical course of the student, is taken in the Fall Term of the Junior year, and affords the best chance of show



of ability in mathematics he has so far had. About three-fourths of this text is taken, most of which relates to Statics and Dynamics.

**COLLEGE ASTRONOMY**—Young's *General Astronomy* is used, most emphasis being placed upon the parts of a more mathematical character. As largely as possible, the student is made acquainted with the methods of the professional astronomer. Given in the Spring Term, Junior year.

**ELECTIVES**—The following are among the electives in recent texts by the best American and British writers: Advanced Theory of Equations, including Advanced Determinants; Analytic Geometry of Three Dimensions; Differential Equations; Advanced Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Least Squares; Mathematical Optics, and other mathematical Physics, with Theoretical Astronomy.

### CIVIL ENGINEERING

Work in Civil Engineering was planned under action taken by the University Trustees in 1904. This course is designed to give students a working knowledge of the various subjects offered.

**LIMIT OF COURSE**—The course covers a period of two years. In that time such subjects are considered as will prove most beneficial in active work. Draughting-room and field practice make up a large part of the course.

**EQUIPMENT**—The Department makes use of seven rooms in the building known as the East Wing. The draughting-rooms have fifty large tables, for drawing and mapping, and cabinets for drawing-boards, paper, instruments, etc. The instrument-room contains two Gurley 8-inch mining transits, two Ulmer 11-inch transits, a Buff and Berger 11-inch transit, a Keuffel & Esser 11-inch transit, a Keuffel & Esser solar transit, a Keuffel & Esser precision level, three Gurley 20-inch Y-levels, an Ulmer 18-inch Y-level, an Ulmer 14-inch Dumpy level, a Keuffel & Esser 20-inch Y-level, two Keuffel & Esser 12-inch levels, a Gurley Plane-Table, a Mariner's Sextant, a Gurley compass, and numerous other instruments essential to field work, such as tapes, leveling rods, ranging poles, hand-levels.

etc. The cement-testing laboratory is equipped with the most modern and improved apparatus. It contains a Fairbanks improved testing machine, the Vicat, Gilmore's needles, molds, sieves, etc. New instruments and apparatus will be added as necessity requires, and every effort made to keep the department up-to-date in every particular.

**REFERENCE WORKS**—The leading periodicals and magazines relating to Civil Engineering are in the department library, and many others are in the Carnegie library, all of which are accessible to the students at all times. For list of magazines, see Electrical Department.

**REQUIREMENTS**—Same as for admission to the Freshman class of the College of Liberal Arts.

## **COURSE OF STUDY—CIVIL ENGINEERING**

### **First Year**

**FALL TERM**—College Algebra, 4; English, 3; Descriptive Geometry, 3; Mechanical Drawing, 2; Direct Currents, 4.

**WINTER TERM**—Plane Trigonometry, 4; English, 3; Descriptive Geometry, 3; Mechanical Drawing, 2; Electrical Distribution, 4.

**SPRING TERM**—Surveying and Leveling, 4; Field Work, 2; Mechanical Drawing, 2; Shades, Shadows, and Perspectives, 3; Elements of Mechanics, 4; Electricity, 2.

Those who desire may substitute a year's work in Chemistry or a Modern Language for the work in Electricity.

### **Second Year**

**FALL TERM**—Railroad Engineering, 4; Field Work, 2; Civil Engineering, 4; Analytical Geometry, 4; Cement Laboratory, 1; Typewriting.

**WINTER TERM**—Civil Engineering, 4; Calculus, 4; Stereotomy, 3; Drawing and Mapping, 2; Engineering Instruments and Their Use, 1; Commercial Law, 3.

**SPRING TERM**—Civil Engineering, 4; Integral Calculus, 4; Topographic Surveying, 2; Field Work, 3; Details of Construction, 2; Drawing, 2.

## SUPPLEMENTARY COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

### Junior Year

FALL TERM—Chemistry, German, Political Economy, English, European History.

WINTER TERM—Chemistry, German, Political Economy, History or Sociology, Hydraulics.

SPRING TERM—Chemistry, German, Spherical Trigonometry, European History, Sanitation.

### Senior Year

FALL TERM—Advanced Chemistry, Scientific German, Analytical Mechanics, Advanced Physics, Geology.

WINTER TERM—Advanced Chemistry, Scientific German, Applied Calculus, Advanced Physics.

SPRING TERM—Advanced Chemistry, Scientific German, Advanced Physics, Thesis.

### Explanatory Statement

The course in Civil Engineering is designed to give the student a thorough and practical training in the various subjects offered; and to give field and draughting-room practice of such a nature as will prepare him for active work.

The work in Mechanical Drawing continues throughout the Freshman year, and embraces twenty plates. Much attention is given to lettering. Cross's *Mechanical Drawing* and Reinhardt's *Lettering* serve as guides in this work. The work in Descriptive Geometry continues throughout the Freshman year. In the Fall and Winter terms it consists of recitations and problems relating to the right line, curved line, planes, tangents, and normals; to cylindrical, conical, and warped surfaces, and to their intersections. About fifteen original problems are required. Shades, Shadows, and Perspective are taken up during the Spring term. Church's *Descriptive Geometry* is the text used.

Merriman's *Elements of Mechanics* is taken up during the Spring term. The work in the text-book is supplemented by additional problems.

Leveling and Surveying, of the Spring term, consists of four hours per week of recitations and two afternoons per week of field work, embracing the following: Leveling; Chain, Compass, and Transit Surveying; and the use of the Plane Table. The student is required to keep his field notes in proper form, to plat all surveys, and to make profiles of the level lines run. Conventional methods are used in all work. Gillespie's *Surveying* is the text used.

The work in Railroad Engineering is taken up in the Fall term of the second year. This consists of four hours per week of recitations and two afternoons per week of field and draughting-room work. A preliminary survey for a railroad is made and the topography taken. A contour map is drawn and a location projected. The text is used in Searles's *Field Engineering*.

In Civil Engineering and Engineering Construction, Fieberger's *Short Course* will be the text-book used in the discussion of the various subjects offered.

In Stereotomy, the work of French and Ives is used and enough class work is given to obtain a working knowledge of the subject. A number of original problems and drawings are required.

The course in Engineering Instruments and Their Use is intended to familiarize the student with such instruments as the Sextant, Plane-Table, Polar Planimeter, Universal Drafting Machine, Pantograph, Slide Rule, and other instruments.

The work in details of construction, as given in the Spring term, consists of two recitations per week and working drawings, with blue prints, of a wood and a steel truss. Howe's *Design of Simple Roof Trusses in Wood and Steel* is the text used.

In the Spring term the work in Topographic Surveying is taken up and embraces the following: The accurate measurements of a base line, and triangulating a given section. The topography is taken by means of the stadia and hand level. From the survey a map is made and contour lines are drawn. Conventional signs are used to represent the different structures and objects that appear upon the map.

The topographic map of the campus, in the front of the catalogue, was part of the regular work of the class of 1908.

The work in Mathematics, Sciences, and English is done in the regular University classes.

Students of the Engineering Department wishing to take advanced standing in other institutions can do so by taking the required amount of mathematics, language, English, etc., in the regular classes of the University.

Students at Ohio University can take up and complete, within two years, such engineering and scholastic studies as will give them admission, with full credit, to the Junior class of the Case School of Applied Science at Cleveland, Ohio.

Students in the Scientific Course of the University can, if they so desire, elect work in this Department.

Students completing the two-year course are given a certificate showing the character of the work done. Students are urged to remain and complete the Scientific Course, which can be done in two more years, by completing the required work of the Supplementary Course.

## PHYSICS AND ELECTRICAL ENGINEERING

*Professor* ATKINSON

GEORGE E. McLAUGHLIN

*Assistant in Electrical Engineering and Instructor in Shop Work.*

HOWARD A. PIDGEON

*Instructor in Laboratories.*

1. **ELEMENTARY PHYSICS**—This work is required in the third preparatory year in all the courses of study. Recitations three times a week; laboratory work four hours a week. A laboratory fee of fifty cents a term is charged. This work will not be required of those having a diploma from a First Grade High School, where fifteen units are approved for admission. The class work and laboratory experiments will be required of all others who have not had their equivalent. Carhart and

Chute is used as a text-book; Laboratory manual, Atkinson and Evans.

2. PHYSICAL MEASUREMENTS—This is a laboratory and reference course of four hours' credit a week in the Spring term of the Freshman year. This or an equivalent will be required of all students entering upon the general Scientific, Electrical Engineering, Civil Engineering, and Medical Courses, unless they present note books covering at least forty approved experiments.

3. GENERAL PHYSICS—This course is required throughout the Junior year of the Scientific course, and is open as an elective to students in other courses, provided they have the preparation required of students regularly in this course. In all cases, the course in General Descriptive Chemistry, or its equivalent, must precede this course in Physics. Also a knowledge of Analytical Geometry and Calculus will be required. The instruction consists, first of class work, with experimental demonstrations; second, of individual laboratory work of an advanced character. Watson, Hastings and Beach, Carhart, Nichols and Franklin, Duff, and other larger works are used as references in the class work, such as Drude, Violle, Muller-Pouillet, etc.

The laboratory portion of the work will be adapted to the requirements of Junior students and will presuppose the work in Courses 1 and 2 or their equivalent. Recitation three times a week, laboratory six hours a week. Ames & Bliss, Nichols, Miller, Watson, Stewart & Gee, Millikan, Ferry, and other authors are used as laboratory references.

4. ELECTRIC WAVES AND RADIATION—A three-hour elective lecture course in the Spring term of the Senior year.

5. PHYSICAL LABORATORY—This is elective, and will be open on the same terms as 4. The course consists of exact measurements in electricity and magnetism. Nichols, Stewart & Gee, Kempe, Carhart & Patterson, and Ayrton, will be used as references. Class work twice a week. Laboratory six hours a week during third term.

6. PHYSICAL LABORATORY—This is an elective course, given in the first term, Senior year, consisting of a study of dynamo

electric machines to the end of determining and platting their characteristics, efficiency, regulation, etc. Lectures twice a week. Laboratory six hours a week. Text, Franklin and Esty.

### Electrical Engineering

**OPPORTUNITIES**—It is unnecessary to state that Electrical Engineering offers attractive opportunities to young men, since everybody understands this already. Ohio University prepares men for these opportunities in its Department of Electrical Engineering, and more positions are open than there are available men to fill them.

Ohio University is a State institution, whose free library, now occupying the new Carnegie Library Building, literary societies, musical, scientific, and other organizations offer many advantages to students. All the regular literary departments of the University are open to engineering students, if they choose to elect any of the general work there offered. The whole atmosphere of college surroundings is beneficial, and constitutes no small advantage over the purely technical school. In Ohio University small classes, usually ten to forty, and attention to individual students, are advantages that can not be overestimated.

**EQUIPMENT**—The University possesses an incandescent lighting and power plant, used for lighting the buildings and furnishing power to the laboratories and shops, providing the students practical training in the construction, operation, and care of electrical and steam machinery. Very extensive additions to the electrical equipment have been made recently. Both direct and alternating currents are used. The switches and fittings on the boards, wiring, and general installation are all the work of students. Modifications and extensions from time to time give others excellent opportunities to obtain valuable practice. This practice also includes dynamo and engine tests, attaching indicators, obtaining and interpreting cards, valve settings with and without the indicator, etc. The equipment consists, in part, of a laboratory for Elementary Physics and Electricity, a laboratory for advanced Physics, one for electrical measurements, a lecture room, office, photographic

dark room, photometry room, drafting room, a dynamo, motor, and transformer laboratory, a gas engine plant, a shop, and a boiler and engine room. In all these, students have the advantage of practical training in the various phases of electrical and steam engineering work. Great expense has been incurred in equipping these departments of work, and additions will be continually made in order to keep up with the times and the increased enrollment. The power-room contains a direct-connected Thompson-Ryan-McEwen set, a Corliss engine belted to a 3-phase generator, and a vertical Erie engine, and the necessary switch-boards and other appliances; the steam power being derived from a 100-horse power boiler located in an adjacent room. The dynamo laboratory contains a Westinghouse multipolar machine which can be used as a compound generator or as a motor to drive the counter-shaft to which are belted other machines, which in turn may serve different purposes for power and tests; for example, a Western Electric arc machine, a Westinghouse bi-polar incandescent, T. H. generator, a multipolar alternator, two induction motors (three-phase), a rotary converter, with pulley, a 10-horse power multipolar motor and generator, and a  $7\frac{1}{2}$ -horse power gas engine. In this laboratory are also several transformers of different sizes and makes, used for experimental and testing purposes. There are also the necessary switch-boards, lamp-racks, load rheostats, measuring instruments in large number and variety, such as voltmeters, ammeters, wattmeters, electro-dynamometers, tachometers, contact makers, etc. Recently a 20 K. W. Westinghouse gas engine and generator plant, with the necessary air compressor and tank, switch-board, etc., has been added to the equipment of the Electrical Engineering Department. New and larger quarters in Science Hall will bring to the department greatly increased facilities for instruction.

Our shop facilities have also been improved both by the additions of a large room and a great deal of new machinery. What was formerly the gymnasium floor has been converted into additional shop room, and equipped with wood-working benches; wood-working lathes driven by motors; band-saw, shaper, circular saw, and jointer, all motor driven. The ma-



chine lathes, drill, grinders and other machinery in the older shop are also driven by electric power.

AID—Ohio University makes no promises of positions to prospective students. But the young man who conscientiously does what is assigned him to do, and makes a success of his college work, need have no fears about his future success. Of course we use our influence in helping young men secure positions. The fact that no one of those who has creditably completed the course has failed to secure a good position, and that we often have calls for men we are unable to supply, should be a sufficient guarantee and encouragement to those about to begin the work. Our principal object is the thorough mental and practical training of men for the various lines of engineering work; and they are thus fully prepared to accept good positions.

REFERENCES—Students in the Engineering departments find on file for ready reference a large number of technical periodicals, such as the *Electrical World*, *Electrical Age*, *Electrocraft*, *Electric Journal*, *Street Railway Journal*, *Engineering Magazine*, *Power*, *Scientific American*, *Scientific American Supplement*, *Proceedings of American Institute of Electrical Engineers*, *Science*, *Physical Review*, *Science Abstracts*, *Engineering News*, *Engineering Record*, *Mines and Minerals*, *Journal of the Association of Engineering Societies*, *Journal of the Western Society of Engineers*, *Reports of the State Engineering Societies*, *Cement*, *Railway Gazette*, *Journal of Franklin Institute*, *Electro-Chemical and Metallurgical Industry*, *Journal of the Chemical Industry*, *Die Zeitschrift fur den physikalischen und chemischen Unterricht*. Besides, the Department library, which is available to students taking these courses, the Carnegie library is also open for use each day, and three evenings a week.

REQUIREMENTS—All work scheduled in Electrical Engineering can be taken as elective by students pursuing the course leading to the degree of Bachelor of Science. There is optional substitution of modern languages for Latin. See courses of study of the State Preparatory School given elsewhere.

Graduates of First Grade high schools will be able to enter the first year of the course without condition.

A diploma from a First Grade high school, or its equivalent, is now required for admission to this course. It is urgently recommended that the complete Scientific Course be taken, which can be completed in four years by judiciously arranging the Engineering studies as electives. If the Short Course with the auxiliary studies is fully completed, a certificate will be issued showing the character of the work done. Also, where it is deserved, a recommendation will be issued showing the student's ability in theoretical and practical electrical and steam engineering. The courses are subject to such changes from time to time as the profession requires, and as the proper treatment of such studies makes necessary. Students who finish either of the courses will be fully able to meet the requirements of the Ohio law relative to the examination and licensing of engineers.

The fees for laboratory courses are named elsewhere. Students are held responsible for breakage and damage.

## COURSE IN ELECTRICAL ENGINEERING

### First Year

FALL TERM—College Algebra, 4; Descriptive Geometry, 3; English, 3; Direct Currents, 4; Mechanical Drawing, 2; Shop, Wood-working; Station Practice 1.

WINTER TERM—Plane Trigonometry, 4; Descriptive Geometry, 3; English, 3; Direct Currents, 4; Mechanical Drawing, 2; Shop, Wood-working; Station Practice, 1.

SPRING TERM—Elementary Mechanics, 4; Electrical and Magnetic Calculations, 4; Steam Engineering, 4; Wiring and Armature Winding, 2; Mechanical Drawing, 2; Shop, Wood-turning; Practice, 1.

### Second Year

FALL TERM—Alternating Current Machinery, 4; Gas Engines, 3; Analytical Geometry, 4; Dynamo Laboratory, Direct

Current Machinery, 4; Mechanical Drawing, 1; Shop Work; Station Practice, 1.

WINTER TERM—Commercial Law, 3; Electrical Transmission of Power, 4; Central Stations, 3; Calculus, 4; Mechanical Drawing, 2; Shop Work; Station Practice, 1.

SPRING TERM—Electrical Measurements, 4; Electric Railway, 3; Integral Calculus, 4; Surveying, 4; Commercial Law, 3; Mechanical Drawing, 1; Shop Work; Field Work, 1.

DESCRIPTION OF COURSES—The following is a brief statement of the nature of the major portion of the Course taught in this Department. The portion taught in other departments is described elsewhere.

DRAWING (2)—For the first year's work in Drawing and in Descriptive Geometry, see Civil Engineering Course. The fourth and fifth terms require first pencil sketches containing all measurements of such objects as pieces of laboratory apparatus, pieces of pipe containing a valve, an elbow and a union, a wheel, parts of machinery, head of polishing lathe, head stock of machine lathe, bench vise, sight feed lubricator, lathe chuck, etc. All the necessary views of details are drawn, then a complete assembly of these details is made on the drawing board and finished in proper form. The fifth term is a continuation of previous term, but requiring more complicated sketches and scale drawings. The sixth term includes station and switch-board designs.

SHOP WORK (4)—(1) Wood turning according to blue-prints, and also from original designs; planing, truing, and fitting in wood; mortising and tenancing; bracing, gluing, pinning and pattern-making; four hours a week in the shop.

(2) Iron turning, end truing, sandpapering, inside turning; machine thread cutting and fitting, splicing a shaft or bar; pipe cutting, threading and fitting by sleeves, elbows, unions, valves, etc.

(3) Bench work; sawing and filing brass, squaring, truing, fitting and soldering; construction of various useful devices; tapping, dieing, hand tool turning, and working to shape. General repair work in engine and boiler room. Electrician's construction about the college building and dynamo laboratory

STATION PRACTICE (2)—This comprises practice in the care and operation of all the machinery in the college, direct and alternating current station and the central heating plant. This is required to be done in the same manner as if the student were fully responsible as the operating engineer. Six hours a week in the two stations, for two years. Other plants, such as those of the State Hospital for the Insane and the Athens Brick Company, are also utilized for the instruction of classes.

DIRECT CURRENT MACHINERY (4)—A study of the construction, theory, operation, and testing of the direct current dynamos, motors and other machinery. Franklin and Esty is used as a basis for this course.

ELECTRICAL DESIGNING—WIRING AND ARMATURE WINDING (2)—A course of lectures on the designs of electric circuits for various purposes, and also on the winding of various types of armatures; this is accompanied by individual work by each student in wiring, on the drawing board from measurements or floor plans, dwellings, college buildings, hotels, business blocks, etc., and in making estimates of all material for a complete installation; switch-boards are also designed for certain purposes by each student. Several armature models for ring and drum windings are used, and each student, by means of real formed copper coils and by colored cords, practices the various forms of winding, both direct and alternating, and then makes diagram drawings of the complete winding.

ADVANCED PHYSICS (3)—An advanced course in theoretical physics throughout the year. Hastings and Beach has been used, also Carhart's *University Physics*, Barker's *Physics*, Watson's *Text Book of Physics*, and Duff's *Text Book of Physics*. Among other references are Ganot's *Physics*, Voille's *Course de Physique*, and Muller-Pouillet's *Lehrbuch der Physik*.

PHYSICAL LABORATORY (2)—An advanced laboratory course of six hours a week to accompany the class work. References for this work are made to Ames and Bliss, Watson, Stewart and Gee, Ferry, Millikan, Miller, Nichols and others.

DYNAMO LABORATORY (4)—Course of eight hours a week in the dynamo laboratory in studying the characteristics, regula-

tion and efficiency of direct current machinery. Also lectures once a week. Franklin and Esty are used as a text-book and laboratory guide.

ELECTRIC AND MAGNETIC CALCULATIONS (4)—This is a study of magnetic and electric laws through a large number of examples and original problems. Atkinson's *Electrical and Magnetic Calculations* is the text-book used.

ELECTRICAL MEASUREMENTS (4)—Two lectures a week in the theory, and six hours a week in the laboratory in the various methods of making electrical measurements of current, resistance, electro-motive force, capacity, inductance, etc. Carhart and Patterson is used as a text-book and laboratory guide.

STEAM ENGINEERING (4)—This course consists of a study of boilers, boiler settings, fittings, braced and stayed surfaces, properties of steam, combustion, chimney design, valves, engines—simple and compound, problems of pressure, power, indicators, governors, condensers, heaters, etc. Ripper and *Power Catechism* are used in conjunction.

ADVANCED STEAM ENGINEERING (6)—This consists of three recitations a week, Ripper's *Steam Engineering*, advanced course, being used, and six hours in the laboratory, testing boilers for coal consumption, horse power and efficiency; calorific value of different fuels; per cent. moisture in steam, and effect of reducing; furnace, flue, and feed water temperatures, etc.

ALTERNATING CURRENT MACHINERY (4)—A study of the construction, operation, and theory of alternating current machinery. Franklin and Esty's *Alternating Currents* is used as text-book.

ALTERNATING AND POLYPHASE CURRENTS (4)—A more detailed study of the characteristics of alternating and polyphase currents; solution of problems; regulation for combined output; efficiency and losses; measurements of power; alternating current motors and their characteristics.

DYNAMO LABORATORY (4)—Lectures once a week, laboratory work six hours a week on the measurements of self and mutual inductances, capacity; E. M. F. and current curves of alter-

nators and transformers; measurement of alternating and polyphase power. Various references are used, such as Jackson, Sheldon, Nichols, and others.

ELECTRIC DISTRIBUTION (4)—Various forms of circuits for lighting, circuit devices, overhead, and underground forms of construction, the arc, arc lamps, incandescent lamps and circuits, carbonless lamps, etc., are studied. Second term in Franklin & Esty's text.

ELECTRIC MEASUREMENTS (2)—This is a six-hour laboratory course in the photometry, efficiency and life of incandescent and arc lamps; insulation and break-down tests of wire and cable insulation; also magnetic properties of various samples of iron and steel.

GAS ENGINES (3)—The fundamental principles of heat and thermodynamics; the gas laws; the construction, operation, and testing of gas and oil engines; their application in modern engineering practice are studied in the Fall Term.

ELECTRICAL TRANSMISSION OF POWER (4)—This is a study of the comparative merits of various methods for the transmission of power, and a detailed study of the electrical methods; the organization and development of hydraulic works; line construction; the commercial problem. Bell's *Power Transmission* is used.

ELECTRIC RAILWAY (3)—This course is a discussion of the general principles and practical aspects of the distribution of power for electric railways, and the modern methods of meeting the questions of complicated city systems, long interurban roads, and high speed undertakings. Ashe and Keiley is used for reference on equipment and modern methods of car braking and control.

CENTRAL STATIONS (4)—Lectures on the design, construction and testing of electrical generating stations, covering the boiler room, engine and generator room, pumps, condensers, heaters, paralleling, switchboards, and special apparatus. Koesster is the reference used.

Students finishing the Two-Year Course in Electrical Engineering may elect the following work in the Scientific Course,

to complete 2,500 hours, and thus receive the degree of Bachelor of Science:

### Junior Year

FALL TERM—Chemistry, German, Political Economy, English, European History.

WINTER TERM—Chemistry, German, Political Economy, History or Sociology, Hydraulics.

SPRING TERM—Chemistry, German, Spherical Trigonometry, European History, Sanitation.

### Senior Year

FALL TERM—Advanced Chemistry, Scientific German, Analytical Mechanics, Advanced Physics, Geology.

WINTER TERM—Advanced Chemistry, Scientific German, Applied Calculus, Advanced Physics.

SPRING TERM—Advanced Chemistry, Scientific German, Advanced Physics, Thesis.

## BIOLOGY AND GEOLOGY

PROFESSOR MERCER.

A. E. LIVINGSTON, *Instructor*. W. E. McCORKLE, *Instructor*.

This department embraces all the subjects properly belonging to Biology, together with Inorganic and Organic Geology.

The work in Zoology begins with the Winter term of the Freshman year. Abundant opportunity is offered for field work. In addition to the material gathered by the class, use is made of preserved marine types which are received from time to time for the purpose of dissection. Each student is required, also, to spend some time in the Zoological Museum, which contains many valuable specimens.

The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him step by step to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are fully discussed, and, on the com-

pletion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a few types have been studied in the laboratory the subject of classification receives careful attention.

An advanced course in Zoology is offered in the college proper, and a scholarship has been established which insures free tuition and laboratory privileges at the Marine Biological Laboratory, Cold Spring Harbor, Long Island, to the student in this department doing the highest grade of work. The importance of the advantages thus secured cannot be overestimated, as the student is given abundant opportunity to study marine life amidst its proper environments. He will, to this end, be expected to assist frequently in dredging, for which a naphtha launch is provided.

The course in Preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to give some attention to dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations; and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in all the Preparatory courses. Work begins with an observational study of germinating plantlets, all studies being required to sow the seeds of several representative plants and to make careful drawings of the different stages of growth. Leaves, roots, and stems are studied from the objects as far as practicable, and practical dissections of certain typical flowers precede the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by



practical work in the laboratory. An herbarium of not less than forty plants will be required of all, or an equivalent in laboratory work. In the collegiate course the student is set to work at once with the microscope, the object being to secure a knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the cryptogams, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water baths, paraffin bath, CO<sub>2</sub> freezer, Minot Microtone, etc. The student is given practical training in Microscopy, and is taught the process of staining and preparation of permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plants and animal forms, and the laboratory work is accompanied with lectures, in which the composition of organisms, methods of reproduction, development, and other biological subjects are discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon Dynamical, Structural, and Paleontological Geology, and these subjects are further studied in the field. A large cabinet of minerals is open at all times to the student of Geology.

The stereopticon is in constant use in the Department to illustrate the lectures. The facilities for making lantern slides are such that many additions are made annually to the already quite complete set of over eight hundred slides.

WORKS OF REFERENCE—Parker & Haswell, Text-book of Zoology, Schafer, Text-book of Physiology, Marshall & Hurst, Practical Zoology, Stewart, Manual of Physiology, Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Woll's Diatomaceæ of N. A., and Desmids of the

U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and Special Morphology, Vine's Physiology of Plants, DeBarry's Comparative Anatomy of Phanerogams and Ferns, Huxley's and Martin's Biology, Sedwick and Wilson's Biology, Packard's Zoology, Lang's Vergleichende Anatomie der Wirbellosen Thiere, Landoies's Physiology, Stirling's Histology, Piersol's Histology, Shafer's Essentials of Histology, Carpenter's The Microscope, Frey's Microscopical Technology, LeConte's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology, Geike's Text-book of Geology, Government Reports, complete sets of the American Journal of Morphology, Illustrated Flora of the Northern United States and Canada, by Britton and Brown, Shaefer's Text-book of Physiology, Chavau's Comparative Anatomy of the Domesticated Animals, and Campbell's Text-book of Botany.

**CURRENT JOURNALS**—American Naturalist, Science, American Journal of Anatomy, Biological Bulletin, Ohio Naturalist, Journal of Experimental Zoology, Nature-Study Journal, Popular Science Monthly, Journal of Geology, Economic Geology, Journal of Morphology, Science Progress, and the reports of all the leading scientific societies.

### **Preparatory Biology**

Fall Term—Physiology and Hygiene.

Winter Term—Botany.

Spring Term—Botany.

This work is required of all students five hours each week for the entire year.

### **College Biology**

Fall Term—Vertebrate Zoology. (Sophomore elective) 4.

Osteology. (Sophomore elective) 4.

Microscopy and Histology. (Junior elective) 5.

Structural Botany. (Senior elective) 4.

Geology. (Senior required) 4.

Experimental Physiology (Junior elective) 4.

Summer term, 1912.

Winter Term — Invertebrate Zoology. (Freshman required) 2.

Anatomy. (Sophomore elective) 4.

Physiology. (Sophomore required) 4.

Histology. (Junior elective) 5.

Bacteriology. (Junior elective) 4.

Human Anatomy. (Elective) 4.

Spring Term — Invertebrate Zoology. (Freshman required) 4.

Historical Biology. (Elective) 3.

Physiology. (Sophomore required) 4.

Embryology. (Junior elective) 5.

Neurology. (Elective) 3.

Sanitation. (Elective) 3.

Summer Term — Teachers' Physiology. (Advanced course) 5.

Zoology. (Freshman required) 5.

Sanitation. (Elective) 3.

Entomology. (Elective) 4. In 1911.

All the college courses are laboratory courses. It requires two hours of actual work in the laboratory for one hour credit. All four-hour courses are made up of at least two laboratory periods and two lectures or recitations each week of the term, and all other laboratory courses in the same proportion.

Any student electing the course in Histology and Embryology must plan to take the entire work of the year.

### Description of Courses

1. ANATOMY. The laboratory work will be mainly dissection of the cat or rabbit, and the study of microscopic sections of all important organs.

2. PHYSIOLOGY. The course will consist of at least two lectures or recitations, one hour each, and two laboratory sections of two hours each, every week of the two terms. This will be a course of actual demonstration of the functions of the different organs of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests its action upon different foods, the changes thereby

being brought before the eye. Experimental Physiology forms a large part of this course.

Physics, Chemistry, and Zoology (or a thorough course in Preparatory Physiology) are required before entering this course.

3. HISTOLOGY—This course includes a careful study of technic; taking fresh tissue and carrying it through to the finished slide by the most approved and modern methods. The student also makes a study of the finished slide and makes drawings of many type tissues. This course is designed thoroughly to fit the student preparing for the study of medicine, as well as to give the student in general a thorough idea of the structure of the human body preparatory to the study of physiology.

4. BOTANY—Study begins with the plant cell, and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant histology, and a general consideration of all the life principles involved in plants.

5. INVERTEBRATE ZOOLOGY—The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates. Physiology in the simple forms is studied with special reference to its bearing upon human physiology.

6. VERTEBRATE ZOOLOGY—This course includes all of the Phylum Chordata except the mammals. The type forms studied are the Amphioxus, the dog-fish, the perch, the frog, the turtle, and the English sparrow. A careful dissection is made of all these forms, but more time is spent on the frog than on any other form. The muscular, the nervous, the digestive, the circulatory, and the respiratory systems are compared in each case to show their relationship and their advancement as we ascend the scale in chordata. Physiology plays a very important role in this course for all of these forms.

7. BACTERIOLOGY—This course is mainly one of technic. The student prepares all the common media, inoculates specimens of many of the different forms of bacteria, and studies

the growth and action of the same. He also gets a fair idea of the methods of identification of common forms, making slides from the cultures.

The lectures connected with this course are designed to bring out the relation of the subject to hygiene and the basic relations of bacteria to disease. The history of the subject and its relation to Scientific Medicine are also brought out.

The work is so arranged that a person desiring to get a theoretical knowledge of the subject can enter the lectures and get half credit in hours.

8. EMBRYOLOGY—In this course the student follows carefully the development of the chick, makes slides of the embryo at different ages from four hours up to seventy hours, and prepares museum specimens of the chick from that to twenty-one days. He supplements his work with careful reading and comparisons with the development of the mammal, and makes dissections of a fetus of pig or cow. Serial sections of pig embryos from 5 mm. to 30 mm. are studied throughout the entire course.

9. EXPERIMENTAL PHYSIOLOGY—In this course the frog is used to a large extent in performing the experiments. A complete set of the Harvard apparatus is in constant use. The activities of the muscles and all of the vital organs are observed and tracings made in many cases. The relation of the nerves to the muscles is shown in many ways, including the central nervous system and the sympathetic system. Dr. Fish's manual is used as the basis for the laboratory work, with Porter's Physiology as a constant reference work. Summer term, 1912.

10. NEUROLOGY—This course begins in the Winter term in connection with the Histology. The technic is mastered and many slides are made of the different parts of the nervous system. The study proper is taken up in the Spring term, in which dissection of the brain and the spinal cord are made and the parts carefully worked out. The relation of the nerves to the centers is shown by dissection and the study of the slides made during the latter part of the Winter term. The course is designed not only to bring out the anatomy of the Nervous System, but the physiology as well.

11. HISTORICAL BIOLOGY—This course will bring out the fundamental ideas of Biology, and men and conditions under which they were given to the world. The different theories of the origin of the species will be discussed. Natural selection, adaptation, mutation, etc., will receive a prominent place. All these discussions bear upon the great question of Heredity. To bring out all the above topics the biography of the leaders of Biology will be used to a large extent. Thirty-six college hours will be allowed for the completion of this course.

12. SANITATION—This course will be an advanced course in Hygiene and presupposes a thorough knowledge of Physiology. Nothing less than a first-class high school course in Physiology will be accepted. This course will, in no sense, take the place of the course in Elementary Physiology, described above. A good practical knowledge of bacteria and their relation to disease will be obtained. The laboratory work will be largely the culture and the observation of bacteria both in a general way and with the microscope. Fundamental questions of sanitation, both municipal and personal, will be discussed. The legal side, as well as the scientific side, of school inspection, etc., will be discussed. Thirty-six college hours will be allowed for the completion of this course. The course will be offered both in the Spring and in the Summer terms.

13. ENTOMOLOGY—This course is offered for the Summer term of 1911. It will be an advanced course in Nature Study, consisting of a large amount of field work and the making of a collection of insects. The lectures will consist of a discussion of some of the larger economic questions of the relation of insects and plants. The laboratory work will consist of the study of some typical forms of insects.

#### DEPARTMENT OF MEDICAL SCIENCES

*It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in medical schools, whereby a year's time might be gained. With this object in view, the Department of Biology now offers such work as is, in conjunction with Physics and Chemistry, rec-*

ognized by the best of these schools the full equivalent of a year's professional study.

The laws in many states are such that no time credit can be given for this work, but our students get credit in all the Medical Colleges for subjects completed, which gives them time to specialize in some subject during their medical course. The advantage of this cannot be overestimated.

The Departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The biological work is, from the very outset, suited to the needs of the medical student. To this end it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and cryptogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the entire course close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technic of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of the human body. Arrangements have been made whereby students of the University are allowed, under certain conditions, to attend post-mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

#### Premedical Sciences (Required Subjects)

Fall Term Subjects	Mon.	Tues.	Wed.	Ths.	Fri.	Hrs.
Physiology and Hygiene..	Rec. (1)	Lab. (1)	Rec. (1)	Rec. (1)	Rec. (1)	75
Structural Botany .....	Rec. (1)	Rec. (1)	Lab. (2)	Lab. (2)	Lab. (2)	120
Inorganic Chemistry .....	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	105
Elementary Physics .....	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	105
German .....	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	75

Winter Term Subjects	Mon.	Tues.	Wed.	Ths.	Fri.	Hrs.
Comparative Anatomy .....	Rec. (1)	Lab. (2)	Lab. (2)		Rec. (1)	72
Invertebrate Zoology .....				Rec. (1)	Lab. (2)	36
Inorganic Chemistry .....	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	84
Elementary Physics .....	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	84
German .....	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	60
French .....	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	60
Physiology .....	Rec. (1)	Lab. (2)	Lab. (2)		Rec. (1)	72
Spring Term Subjects						
Chemical Physiology .....		Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	72
Invertebrate Zoology .....	Rec. (1)	Lab. (2)	Lab. (2)	Rec. (1)		72
German .....	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	60
French .....	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	60

## Medical Sciences

Fall Term Subjects	Mon.	Tues.	Wed.	Ths.	Fri.	Hrs.
*Histology .....	Rec. (1)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	120
*Qualitative Analysis.....	Lab. (3)	Lab. (3)	Lab. (3)			135
*Experimental Physiology .....	Rec. (1)		Lab. (2)		Lab. (4)	105
*Comparative Vertebrate Anatomy .....	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)		90
*Osteology .....	Rec. (1)	Lab. (2)	Lab. (2)		Lab. (2)	105
Advanced Physics .....	Rec. (1)	Lab. (2)	Lab. (2)	Rec. (1)		90
Medical Latin .....	Rec. (1)	Rec. (1)	Rec. (1)			45



Winter Term Subjects	Mon.	Tues.	Wed.	Ths.	Fri.	Hrs.
*Histology .....	Rec. (1)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	96
*Bacteriology .....	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)		84
*Human Anatomy .....	Lab. (2)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	120
*Organic Chemistry .....	Rec. (1)	Rec. (1)	Rec. (1)			45
Quantitative Analysis .....	Lab. (3)	Lab. (3)	Lab. (3)			108
Physical Chemistry .....			Rec. (1)	Rec. (1)	Rec. (1)	26
Advanced Physics .....	Rec. (1)	Lab. (2)	Lab. (2)	Rec. (2)		72
Medical Latin .....	Rec. (1)	Rec. (1)	Rec. (1)			36
Physiological Psychology..	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	96
Spring Term Subjects						
*Embryology .....	Rec. (1)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	96
*Human Anatomy .....	Lab. (2)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	108
*Qualitative Analysis.....	Lab. (3)	Lab. (3)	Lab. (3)			108
Quantitative Analysis.....	Lab. (3)	Lab. (3)	Lab. (3)			108
Electro-Chemistry .....			Rec. (1)	Rec. (1)	Rec. (1)	36
Advanced Physics .....	Rec. (1)	Lab. (2)	Lab. (2)	Rec. (1)		72
Neurology .....	Rec. (1)	Lab. (2)	Lab. (2)			60
Abnormal Psychology.....		Rec. (1)	Lab. (2)	Rec. (1)	Lab. (4)	96
Sanitation .....	Rec. (1)	Lab. (2)	Rec. (1)	Rec. (1)		60

All subjects in the group of the premedical sciences are required in all the college courses. The starred subjects in the schedule of medical sciences are required of all students desiring advanced standing in medical colleges. It is possible for a student to take the entire group of subjects in the schedule of medical sciences as elective during a four-year course at the University.

The figures in the column marked *Hrs.*, in the schedule, indicate the number of actual hours worked in each subject. All other figures indicate the number of hours worked each day.

Among the books of reference to be found in the library may be mentioned Gray's Anatomy, Quinn's Anatomy, Holden's Anatomy, Landois and Sterling's Physiology, Hertwig-Mark's Text-book of Embryology, Lehrbuch der Vergleichenden Entwicklungsgeschichte (Korchelt & Heider), Minot's Human Embryology, Zeigler's General Pathology, Stoehr's Histology, Von Kohlden's Pathological Histology, Korchelt & Heider, Text-book of Embryology of the Invertebrates, Wilder and Gage's Anatomical Technology, Weidersheim's Comparative Anatomy, Sternberg's Bacteriology, Reference Hand-book of Medical Sciences, Spalteholz's Hand Atlas of Human Anatomy, and standard texts and guides in Histology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology, and Bacteriology.

## CHEMISTRY

PROFESSOR BENTLEY

J. R. MORTON, *Instructor.*

The aim of the Chemical Department is twofold. It offers to the general student the opportunity of becoming acquainted with the general principles of this science and gives him practice in some of the methods used in the chemical laboratory. To a smaller number of students the Department offers superior facilities for more advanced work both theoretical and practical, organic as well as inorganic. In the rooms recently equipped for advanced work every convenience is supplied. The Department is also accumulating a library of reference books which will meet the requirements of the students who make Chemistry their special field for work.

### Courses

1. GENERAL DESCRIPTIVE CHEMISTRY—Three lectures and one laboratory period of two hours each week; also one recitation

period alternate weeks throughout the year. This course is designed as an introduction to all higher courses in Chemistry and consists of a general study of the more important elements and their compounds. Credit 4 hours per week.

2. DESCRIPTIVE CHEMISTRY, SHORTER COURSE—Three lectures and one laboratory periods of two hours each week; also one recitation or laboratory period alternate weeks during the Fall and Winter terms. This course is parallel with but less complete than Course 1. Credit 4 hours per week.

NOTE. Course 1 is required of candidates for the degree of B. S. Candidates for the degree of A. B. and Ph. B. are required to take either Course 1 or Course 2. It is recommended that students desiring to pursue the subject further should select the more complete course.

3. QUALITATIVE ANALYSIS—A laboratory course of three hours per week for two terms is offered. By doubling the working time the whole work may be done in one term. The student will become familiar with the tests applied for the identification of bases and acids in insoluble as well as soluble substances.

4. ORGANIC CHEMISTRY—Three times per week throughout the year. Laboratory work in organic preparations may be arranged for if desired.

5. THEORETICAL CHEMISTRY—This course will consist of three recitations per week throughout the year. It will supplement the theoretical work done in Courses 1 and 2 and will give the student some acquaintance with the more recent developments in theoretical chemistry. Course 5 should be preceded by Course 1.

Courses 4 and 5 will be given in alternate years. In 1911-1912, Course 5 will be given. Walker's *Introduction to Physical Chemistry* will be used as a text-book.

6. QUANTITATIVE ANALYSIS—A laboratory course, the equivalent of three hours per week, for three terms, is presented. The course will give practice in all the more general methods of quantitative analysis, both gravimetric and volumetric. It should be preceded by Course 3.

7. ADVANCED PRACTICAL CHEMISTRY—A laboratory course

equivalent to three hours per week to be devoted to such work as the student may elect. This course follows Course 6.

8. **TECHNICAL CHEMISTRY**—This course will consist of lectures, recitations, and reports by the students. It will be shaped to suit the wishes of the class and will secure a credit of three hours per week. Previous training in general and analytical chemistry is a prerequisite.

9. **METALLURGY**—A general treatment of the subject occupying three hours per week. Previous training in general and analytical chemistry is essential.

Courses 8 and 9 are given in alternate years. In 1911-1912 Course 8 will be given.

## **HISTORY, ECONOMICS, AND POLITICAL SCIENCE**

PROFESSOR ELSON

### **Modern European History—Required**

This department is devoted to the study of the rise of absolutism on the ruins of feudalism, and the later development of constitutional governments in Europe.

Chief among the topics in this study are, The Decline of the Holy Roman Empire and of Spain, the Reformation of the Sixteenth Century, and the Religious Wars, Development of Parliamentary Government in England, the French Revolution and its momentous consequences, and the Unification of Italy and of Germany.

The text for class work is Schwill's "Political History of Modern Europe." In the library will be found for consultation Fyffe's "Modern Europe," Andrew's "Development of Modern Europe," Thier's "French Revolution," Guizot's "History of France," Cambridge's "Modern History," Robinson's "Readings in European History," all the standard histories of England, Henderson's "History of Germany," and many other works.

### **United States History**

The importance of the study of United States History in preparing citizens to exercise the duties incumbent upon them as members of the body politic is growing more apparent

every year. Therefore the aim of the teaching in this department is so to read the history of the past as to throw light upon present civic and economic problems, and thus aid in their solution. The disciplinary value of the subjects included in this department is kept constantly in view. History is regarded as a record of the social, economic, moral, and political life of the people. Environment, former ideas, and changing industrial conditions are all considered as important factors in determining the course of events. The work of our great leaders in thought and action is studied carefully in connection with the history of the people. Students are encouraged to investigate the civil and economic questions of the present day with minds as free as possible from partisan prejudice and preconceived opinions.

The standard books in Civics and Economics are studied, and the views therein expressed are freely discussed in the class-room. Government publications, magazine articles, and other valuable material are read for the purpose of obtaining all the light possible upon the subject under discussion, as well as to broaden the mental vision of the student. The work for the year 1911-1912 is as follows:

### **Collegiate American History—Elective**

**FALL TERM**—Advanced American History, covering our national period to the Compromise of 1850. Four hours per week.

**WINTER TERM**—The Period of Slavery Agitation, Causes of the Civil War. Four hours.

**SPRING TERM**—The Civil War, Reconstruction, and on to the present time. Four hours.

Elson's History of the United States will be used as a guide in the foregoing courses; but much of the work will be research work in the library, where may be found the Congressional Record, a great many books on special periods, biographies, and also, the Madison Papers, the Federalist, Poore's Constitutions and Charters, American State Papers, the Congressional Globe and Record will be used in connection with the standard histories. The volumes of Bancroft, Rhodes,

Von Holst, Schouler, McMaster, Hart, Channing, Cambridge Modern History, Vol. VII, and the American Statesman Series, and the American Nation Series are constantly at hand for reference. Hamilton's, Jefferson's, Clay's, and Calhoun's works are always accessible and often used.

### SPECIAL ELECTIVES

FALL TERM—Development of the British Empire, four hours. No special text-book.

WINTER TERM—Seignobos's "Ancient Civilization," three hours.

Comparative Governments, with Woodrow Wilson's "The State," as a text, and Lowell's "Governments and Parties in Europe," as a reference. This is a study of the present governmental systems of the leading European nations.

SPRING TERM—Seignobos's "Mediaeval Civilization." Three hours.

### POLITICAL ECONOMY

FALL TERM—The "Elementary Principles of Economics" to Chapter IV, Part III.

WINTER TERM—The "Elementary Principles of Economics," completed.

The work outlined above is required in the Collegiate Department. The "Elementary Principles of Economics," by Ely and Wicker, will be the text used. The fundamental principles of the subject will be studied in the first term, followed in the second term by their practical application to the questions of today.

### ELECTIVE ECONOMICS

WINTER TERM—Advanced Economics, three hours. Hadley's "Economics" will serve as a text-book.

### PHILOSOPHY, ETHICS, AND SOCIOLOGY

PROFESSOR TREUDLEY

#### Fall Term

1. ETHICS—Three hours. Required of all Juniors in the course leading to the degree of Bachelor of Philosophy, and

elective for all others of equal standing. Text, Dewey and Tuft's *Ethics*.

2. INTRODUCTORY LOGIC—Four hours. Senior required. Text, Creighton's *Introductory Logic*.

3. INTRODUCTION TO AND HISTORY OF PHILOSOPHY—Three hours. Required of all students in courses leading to the degrees of Bachelor of Philosophy and Bachelor of Pedagogy, and elective for Juniors and Seniors in other courses. Students seeking the degree of Bachelor of Philosophy are required to take a year's work. After some study of the problems of philosophy and course leads into the history of Greek philosophy and continues until a survey has been made of the entire field including medieval and modern philosophy. Students of whom but one term's work in philosophy is required will take the course laid down in the Spring term under the title Problems in Philosophy.

4. STUDIES IN JOB AND GREEK TRAGEDY—Two hours. Elective. This brief course, including those of the same character offered in the two following terms, is intended to meet the needs of such persons as would like to obtain some insight into the great masterpieces of the ancient and medieval world. It is also designed as an aid in obtaining ethical insights.

### Winter Term

1. HISTORY OF PHILOSOPHY—Three hours. Required of students as indicated for Fall term. Greek philosophy will be completed and followed by a study of medieval philosophy and that of the Seventeenth century.

2. ADVANCED ETHICS—Three hours. Elective. This course is offered to students of maturity, and will consist of the study of ethical problems as developed in modern life and will be conducted by means of readings, reports, and lectures.

3. DANTE'S *Divine Comedy*—Two hours. Elective. Longfellow's translation will be used.

4. SOCIOLOGY—Three hours. Required of all students in courses leading to the degree of Bachelor of Philosophy in the Junior year and of all Normal College students in the Sopho-

more year and elective for all others of equal standing. Text, Cooley's *Social Organization*.

5. SELECTIONS FROM THE PHILOSOPHICAL CLASSICS—Three hours. Elective.

### Spring Term

1. HISTORY OF PHILOSOPHY—Three hours. Modern philosophy. Required of students as indicated in Fall term.

2. ADVANCED SOCIOLOGY—Three hours. Elective. The purpose of this course is to supplement the introductory study of sociology by examination of modern social conditions. It is also intended to meet the desires of persons of maturity of mind and of experience in life.

3. PROBLEMS IN PHILOSOPHY—Three hours. Required of all students whose course demands but one term's work in philosophy.

4. DANTE'S *Divine Comedy*—Two hours. Elective.

5. PHILOSOPHY OF RELIGION—Three hours. Elective. There are some students who have read widely in the Bible and who would like to approach the subject of religion from the point of view of reason. This course is offered to meet such possible wants.

## MODERN LANGUAGES

PROFESSOR CLAASSEN

LILLIAN C. ROBINSON, *Assistant Professor*.

### GERMAN

The purpose of the work of the first year is to secure a thorough knowledge of the fundamental principles of the German language and to acquire an extended vocabulary.

In order that the student may acquire the ability to understand spoken German and to *think* in German, the work in the class-room is carried on in German, as far as practicable, and prose composition, consisting largely of reproduction of things read in German, is made an important feature of the work.

After the first year the aim (of the regular course) is to familiarize students with the best German literature.



A German Club, maintained by students of classes beyond the first year, and meeting every three weeks, is to assist students in acquiring proficiency in the use of colloquial German.

If any course in German is elected, it should be continued throughout the year.

### Courses

1. German Grammar. Study of forms and composition. Conversation based on Newson's *First German Book* (the new edition of Alge's *Leitfaden*), in connection with Hoelzel's charts on the seasons. Fall term (required), five hours.

2. Study of Syntax. Reader and Grammar completed. Some short modern story, such as Storm's *Immensee* and composition based thereon. Conversation as in first term. Winter term (required), five hours.

3. Composition based on story read. Schiller's *Neffe als Onkel* or *Wilhelm Tell* and, if possible, some short comedy or story. Conversation continued. Spring term (required), five hours.

4. Reading of some modern prose, such as Max Mueller's *Deutsche Liebe* and of a modern drama. Conversation based on Newson's *German Reader* (the second part of Alge's *Leitfaden*), and Hoelzel's charts. Adapted and original composition and grammar exercises. Fall term (required in B. S. and Ph. B. courses, elective in A. B. course), 4 hours.

5. A drama and some lyrics of Schiller. Continuation of German theme writing and grammar drill, and of conversation. Winter term (required and elective as in Course 4), 4 hours.

6. Some work of Goethe. Conversation and composition continued, as in 4 and 5.

\*7. Sudermann, one drama and one novel read in class. Each student should read and review one of his works outside of class. Composition (reproduction in German) and conversation based on Bacon's *Im Vaterland*. Fall term (elective), 4 hours.

\*8. Hauptmann, *Der Arme Heinrich*, or *Die Versunkene*,

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\*Courses 7, 8, and 9 are, for the present, given in alternate years with 10, 11, and 12. In 1911-1912, Courses 10, 11, and 12 will be given.

*Glocke*. Outside work, composition and conversation as in 7. Winter term (elective), 4 hours. Alternate Course: Gustav Freytag, one novel and one drama, and one novel out of class.

\*9. Goethe's *Meisterwerke*, following the text by Bernhardt. Spring term (elective), 4 hours.

\*10. *Wallenstein*, Schiller, the complete trilogy and portions of Schiller's *Thirty Years' War*, having bearing on the drama.

\*11. Goethe's *Faust*, Part one, or some dramas of Grillparzer, Kleist, or Hebbel.

\*12. Brief survey of German Literature. Lectures, readings, and reports.

13. Scientific German, required for courses in Engineering. Introduction to the reading of scientific German. Fall term, 3 hours.

14. Scientific German. Reading of scientific monographs. Winter term (required as in 13), 3 hours.

15. Some scientific work of Humboldt or Goethe and some historical or philosophic prose (elective), 3 hours.

## FRENCH

1. ELEMENTARY FRENCH—The object of the course is to give the essentials of the grammar, including the conjugation of the regular and the more common irregular verbs; the plural of the nouns; the inflection of adjectives, participles and pronouns; the use of the personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence, and the elementary rules of syntax. Fall term, 4 hours.

2. ELEMENTARY FRENCH (Continued)—A systematic review of the entire grammar; careful drill in pronunciation, oral and written reproduction of stories; memorizing of prose and poetry; writing French from dictation; reading of not less than 200 duodecimo pages of graduated texts, with constant practice of translating into French easy variations of the sentences read. Winter term, 4 hours.

INTERMEDIATE FRENCH—Continued drill upon the rudiments of grammar, with constant application in the construction of

sentences; mastery of the forms and use of pronouns, pronominal adjectives, of all irregular verbs, and of the simpler uses of the conditional and subjunctive; the reading of not less than 300 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; constant practice in translating into French easy variations upon the texts read; frequent abstracts of the text; continued drill in pronunciation, conversation and dictation. Spring term, 4 hours.

4. **ADVANCED FRENCH**—Idioms, synonyms, diction. The course calls for the ability to use the language effectively as a means of oral and written expression. Characteristic French prose and poetry form the basis for more advanced language study. Fall term, 4 hours.

5. **OUTLINE HISTORY OF FRENCH LITERATURE**—This course traces the history of French literature from its origin to the present day, bringing out the great currents in their relation to each other. Illustrative readings from representative authors will be assigned for study and report and themes and essays on literary subjects will be required. The course will thus at the same time be one in advanced composition. Winter term, 4 hours.

6. **FRENCH LITERATURE OF THE XIX CENTURY**—Study of the representative works beginning with Victor Hugo and the French romanticists. Spring term, 4 hours.

7. **FRENCH LITERATURE OF THE XVIII CENTURY**—Le Sage, Marivaux, Montesquieu, Voltaire, Diderot, Jean Jacques Rousseau, Regnard, etc. Fall term, 4 hours.

8. **FRENCH LITERATURE OF THE XVII CENTURY**—Classicism, origin, formation, apogee, decline. Writers: Boileau, Moliere, Racine, Corneille, LaFontaine, Pascal, Bossuet, etc. Winter term, 4 hours.

9. **HISTORY OF THE FRENCH LANGUAGE**—Lectures on the general history of the French language from its origin to the present time. Nyrop; *Grammaire Historique de la Langue Francaise*, tome premier, premiere partie. Fall term, 3 hours.

10. **FRENCH LITERATURE OF THE XVI CENTURY**—Origin of

classicism in France; study of language and literature with illustrative readings.

Darmesteter et Hatzfeld: *Le Siezieme Siecle en France*. Winter term, 3 hours.

### SPANISH

1. **ELEMENTARY SPANISH**—Drill in pronunciation, including accentuation; the rudiments of grammar, including all the regular and the more common irregular verbs, the forms and order of the personal pronouns, the uses and meaning of the common prepositions, adverbs and conjunctions, the use of the personal accusative, and other elementary rules of syntax. Fall term, 3 hours.

2. **INTERMEDIATE SPANISH**—Practice in speaking and writing Spanish, together with the careful reading of several modern novels and dramas. Attention is constantly directed to points of syntax, idiomatic constructions, synonyms and the translation of English into Spanish. Winter term, 3 hours.

3. **SPANISH PROSE COMPOSITION**—This course is designed to give the student a practical command of Spanish as a medium of expression. It may be varied to adapt it to the needs of the student, now tending more to commercial forms of composition, now to those forms used in literature, or by the traveler. Spring term, 3 hours.

4. **GENERAL INTRODUCTION TO SPANISH LITERATURE**—Texts will be selected from the following lists: *Electra* (Galdos); *Jose* (Valdes); *Guzman el Bueno* (Gil y Zarate); *La Verdal Sospechosa* (Alarcon); *Don Gil de las Calzas Verdes* (Tirso) de Molina; Cervantes, *Novelas Ejemplares*; outside reading. Fitzmaurice Kelley's *History of Spanish Literature* (preferably in the Spanish version), by Bonilla y San Martin. Fall term, 3 hours.

5. **SPANISH CLASSICS**—The life and works of Cervantes, Critical reading of the first fifty chapters of *Don Quijote*; the peculiarities of syntax, style, and diction as compared with modern Spanish, will be studied. Winter term, 3 hours.

6. **SPANISH CLASSICS (Continued)**—Selected dramas of Lope de Vega and Calderon. Spring term, 3 hours.

## PUBLIC SPEAKING

PROFESSOR PIERCE

MARIE A. MONFORT, *Instructor.*

(All courses must be continued throughout the year.)

## COURSE 1—Oratory I., II., III.

The aim is to acquire a pure tone, strength and flexibility of the voice, and a natural, easy manner of reading or speaking from the platform. Charts for correct pronunciation are made, miscellaneous selections studied, and parts committed which will be recited by the students before the class. Two hours.

Texts—“*Choice Reading*,” Cumnock; “*How to Gesture*,” Ott; “*Mental Imagery*,” Scott.

## COURSE 2—Public Speaking I., II., III.

The Masterpieces of modern oratory are first studied as models, then original orations are written and delivered from the platform. Extemporaneous speaking on subjects assigned in advance. The development of mental imagery in conjunction with which original descriptions of scenes are given by the student. Each member of the class is required to write and deliver three orations during the course. Three hours.

Text—“*How to Speak in Public*,” Kleiser.

## COURSE 3—Argumentation. Winter and Spring terms I., II.

Study and principles of argumentation. Preparation of briefs, weekly practice in debates and written arguments. Three hours.

Elective for students who have completed courses I. or II.

Text—“*Argumentation and Debating*,” Foster.

## COURSE 4—Literary Interpretation I., II., III.

This course covers the field of American Literature, selected authors are studied each week. The purpose of the course is to acquire the best possible expression—such as will reveal

the thought and emotion—of these different writings. Two hours.

Course 4 must be preceded by Course 1 or an equivalent.

Texts—“*Literary Interpretations*,” S. H. Clark; “*Effective Speaking*,” Arthur E. Phillips.

COURSE 5—Shakespeare I., II., III.

Shakespearean Plays, Bible and Hymn Reading. Critical study of four Shakespeare's plays during the year. Expressional reading of principal scenes, and assigned passages are committed and recited. At the end of the year one of the plays will be given in costume by members of the class.

The study of Bible and Hymn reading will be taken up in the course for the sake of impressiveness. The words and the text must not simply be seen, but felt. The subject matter must come into the mind as reality—truth. The motive of the reader is to secure acceptance, and the end is belief. Two hours.

Course 5 must be preceded by Course 1.

COURSE 6—Interpretative Reading I., II., III.

This course is arranged especially for those who are fitting themselves for teachers. Correct emphasis in reading cannot be too highly commended, as it shows the intelligence of the reader and gives a certainty of meaning to the thought expressed.

It is a source of pleasure and culture to listen to the skillful reading of a book, newspaper articles, or passages in the Bible. Two hours.

COURSE 7—Expression.

Advanced study of expression. The purpose of this course is to give more extensive preparation to those desiring to make a specialty of literary interpretation either for teaching or platform work.

Arrangements for this course can be made with the Head of the Department. The instruction will consist of private lessons, for which three hours' credit will be given.

Course 7 must be preceded by courses 1 and 2, or their equivalent.

## ORATORICAL AND DEBATING ASSOCIATION

The Oratorical Association is open to all students regularly enrolled for twelve or more hours' work per week.

The object is to promote a higher standard of literary excellence in this institution, through annual contests with other colleges and universities, in debate, oratory, and such other forms of literary discourse as may be decided upon by the Executive Council.

There are two preliminary contests in debate and two preliminary contests in oratory to determine who shall represent the institution in inter-collegiate contests in debate and oration. The first preliminary contest is held in December of each year, and the second preliminary contest near the end of each Winter term.

For further information concerning contests, send for "Constitution of the Oratorical and Debating Association of Ohio University."

## DRAMATIC CLUB

A Dramatic Club, under the direction of Prof. Pierce, has been formed. Students are allowed to present one standard play each term of the school year. This is of great advantage to the pupils, as it brings out certain latent powers, develops the art of impersonation, acquaints the cast with stage terms and settings, and the art of costuming and making-up to represent the characters true to life. There is no better way of acquiring ease and freedom of manner on the platform.

## DRAWING AND PAINTING

MARIE LOUISE STAHL, *Instructor.*

The great importance of the study of drawing is coming to be recognized by our best educators. Dr. Denman Ross, of Harvard University, in his speech delivered at the dedication of the Rhode Island School of Design, said: "The arts first, pure learning and science afterward, then all together. That is the programme of the new education which is going to give us the wisdom of life with the power of art; the education which is going to teach us what to do and how to do it. Those

who can go to college ought to acquire a very considerable training in the principle arts and knowledge of the best thought that has been put into them."

There is perhaps no other study that develops so many phases of man's nature as the study of art. It makes one think, observe, gives skill with the hand, creates a love for the beautiful in nature and in art; or, in other words, cultivates the æsthetic sense which has a direct moral influence and expresses itself in our daily life. "What we like determines what we are, and is a sign of what we are, and to teach taste is inevitably to form character." The work in this Department is carried on as much as possible after the manner of our best Art Schools.

A thorough foundation in drawing is necessarily the basis for specializing in any phase of art work or artistic handicraft. The student begins with still-life and perspective drawing, and, as he advances, draws from the cast and the living model. Studies in composition are required from the more advanced students. Any individuality in the student is encouraged, and no fixed method is insisted upon. In painting, instruction is given in oils, water colors, pastels, and porcelain decoration—for which a kiln has been provided. Some knowledge of form proportion and mass of light and shade is necessary, through the study of charcoal drawing, before the student can begin to paint. To those desiring it, instruction in out-of-door work will be given, providing the pupils are sufficiently advanced. Students in the Engineering Department will vary the medium from charcoal to pencil and pen and ink.

The studio is well equipped. A number of the best art periodicals, as well as other works on art, and many photographs of the best things in architecture, painting, and sculpture, are kept in the studio, to which the students have access.



## SCHOOL OF COMMERCE

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Faculty\*

ALSTON ELLIS, PH. D., LL. D.,  
*President.*

CHARLES M. COPELAND, B. PED.,  
*Director and Professor of Accounting and Commercial Law.*

MABEL K. BROWN, PH. B.,  
*Instructor in Stenography.*

MINNIE FOSTER DEAN,  
*Instructor in Typewriting.*

GEORGE C. PARKS, PH. B.,  
*Instructor in Commercial Branches.*

Ohio University began, in 1893, to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training were greatly benefited, and those who desired it have had no trouble in finding employment. But the greater part of the special students with meagre preparation were poorly equipped for a successful business career, even after they have made a good record in their commercial studies.

As a result of this observation the entrance requirements

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\*The required work in English, History, Economics, Education, Science, Sociology, Modern Language, and Mechanical Drawing is taken in the regular University classes.

and the courses of study, for students desiring to take commercial work, were gradually extended until 1909, when conditions justified the organization of a School of Commerce with two courses of study, each including two years or 1250 hours of collegiate work as outlined elsewhere in this catalogue.

Students in the School of Commerce have the same privileges in the University library, reading-room, literary societies, and gymnasium as regular students, and may enter any of the preparatory or collegiate classes without extra charge. Commodious rooms in Ewing Hall have been well equipped for this work. The commission, wholesale and retail offices and the bank, in the office department, are models in arrangement, fixtures, and supplies. Here students receive the training that comes from filling the principal as well as the subordinate positions in such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office, they are agent and clerk; in the commission office, receiving clerk, shipping clerk, bookkeeper and manager; in the wholesale office, shipping clerk, bookkeeper and manager.

**ADMISSION**—The requirements for entrance to either course in the School of Commerce are the same as the requirements for entrance to the Freshman class of the University, namely, fifteen units of secondary credit. Graduates of high schools of the first class are usually able to enter without condition. Students who have not the necessary amount of entrance credit may make it up in the Preparatory School of the University.

**DIPLOMAS AND COLLEGE CREDIT**—Diplomas will be granted to those who complete either course in the School of Commerce. Students in the degree courses of the University may take part of their elective work in the School of Commerce, and in this way they may in four years obtain both their degree and the diploma in the course in commerce.

**DEGREE COURSE FOR GRADUATES**—Graduates in either of the two-year courses in the School of Commerce must have at least 1250 hours of college credit. Upon the completion of

1250 additional hours of college work, outlined by the Dean of the College of Liberal Arts, such graduates will be granted a degree, provided that at least 900 of such additional hours have been done in the course leading to the degree to be conferred.

**SPECIAL STUDENTS IN ACCOUNTING AND STENOGRAPHY**—Persons wishing to take only Bookkeeping and Stenography will be admitted as special students. Certificates showing the nature of the work done and signed by the President of the University and Director of the School will be issued to students who complete three terms of Accounting or Stenography and have credit for the English, History, and Civics required in the first preparatory year. A passing grade in Penmanship will be required of those who receive the certificate for Accounting.

**FEES**—All students pay a registration fee of \$6.00 per term. Besides this, there is an extra fee of \$5.00 per term, for Stenography and Typewriting. The fee for Typewriting alone is \$2.00 per term. The fee for the diploma is \$5.00, and for a certificate, \$1.50.

**POSITIONS**—The University does not guarantee positions to graduates in any course. However, only a small number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the School of Commerce has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A general culture, as well as a knowledge of commercial branches, is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent help, and the young man or woman of good character who completes it will be in demand.

**COMMERCIAL TEACHERS**—High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial courses of this institution with a view to high school work. While pursuing this course they would have an excellent opportunity to study *Methods in Teaching* in the classes of the State Normal College of the University.

### Description of Work

Those studies in the courses which are not described below are outlined under the head of the department to which they belong.

**ACCOUNTING**—Five hours per week for two terms. Beginning classes are formed each term. Ample practice is given in the system of accounts used in the various kinds of business from retailing to modern banking. It is the aim of this course to give the student a wide acquaintance with business methods and to secure efficiency in opening and closing books, journalizing, rendering statements, tracing errors, analyzing accounts, and drawing business papers.

**OFFICE PRACTICE AND BANKING**—Five hours per week for one term and open to students who have taken Accounting. This work is on the inter-collegiate communication plan, and the transactions are with students of other colleges. The business correspondence growing out of purchases, sales, remittances, collections, making statements, and adjusting accounts, carried on with a number of advanced students in other cities, each one anxious to maintain a good record for his school, must certainly develop a high grade of efficiency in all the student's work.

**COMMERCIAL LAW**—Three hours per week in the Winter and

Spring Terms. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, sales, and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

NEGOTIABLE CONTRACTS—Two hours per week in the Fall term and open to those who have had Commercial Law. The Uniform Negotiable Instruments Law is used as a text in this course.

CORPORATION ACCOUNTING—Three hours per week in the Fall term and open to students who have had the Accounting outlined above.

CORPORATION AND TRUST FINANCE—Three hours per week in the Winter term and open to those who have had Corporation Accounting. This course deals mainly with the promotion, financing, and management of the larger business organization.

ACCOUNTING PROBLEMS AND SYSTEMS—Three hours per week in the Spring term and open to those who have had a year of Accounting. In this course systems for various businesses will be devised, criticised, and compared, and the principles of accounting will be applied to the solution of a number of difficult problems.

COMMERCIAL SEMINAR—One hour per week throughout the year and open to students who have had Accounting and Commercial Law. *The Bankers' Magazine*, *Journal of Accountancy*, and articles on commercial subjects in other magazines will form the basis of this work.

MONEY AND BANKING—Three hours per week in the Spring term. This course consists of a study of the origin, use and history of money as a medium of exchange with special reference to the financial history of the United States. It includes a study of the history, utility and functions of banks, and particularly of those governed by the National Banking Act.

**INDUSTRIAL AND COMMERCIAL GEOGRAPHY**—Two hours per week in the Fall term. The rapid expansion of our domestic and foreign commerce has made it necessary for the modern business man to inform himself as to the various natural and manufactured products which are bought and sold in the world's markets.

In this work a study is made of commercial conditions as they are found in various parts of the world as a result of certain physical and political influences, of the products of man's industries and commerce, and of the conditions of interdependence existing among different parts of the civilized world.

**STENOGRAPHY**—Students who wish to fit themselves for amanuensis work can do so by taking the first three terms of Stenography and Typewriting outlined in the Teachers' Course. It is possible for students of exceptional ability and industry to fit themselves for office positions with the first two terms of the course, although it is not recommended that they do so.

Thoroughness is emphasized in all the instruction. From the sixth week the student takes dictation for a period a day from the phonograph. This part of the course prepares students to take from dictation different forms of commercial correspondence and legal papers, including contracts, conveyances, wills, and a variety of court pleadings. The notes are transcribed on the typewriter, and no work is accepted that does not come up to a high standard of accuracy and neatness.

The second year of the course is intended to prepare students to teach Stenography. After a careful review of the subject, with emphasis laid on the principles of outline formation, the student is drilled in advance methods of writing. A much higher speed is required and the matter dictated is of a difficult character. During the last term students are given the opportunity to become acquainted with another system of Stenography. Beginning classes are formed each term.

**TYPEWRITING**—The student's first efforts are directed to acquiring a command of the keyboard by the touch method.

This is followed by extensive practice in copying correct business papers, neatness and accuracy being insisted upon from the beginning. After acquiring a sufficient mastery of the keyboard, students have daily drill in writing from the dictation of the phonograph, a practice that develops in the highest degree both speed and accuracy. Throughout the entire course of ten months daily supervision is given each student's work. All kinds of commercial and legal forms are studied, and each student is given a thorough training in general office practice, such as the use of the letter-press and carbon for record, the use of carbon and the mimeograph for manifolding, and the operation of the tabulator for billing and condensed charging. During the second and third terms a systematic study is made of punctuating and commercial correspondence, for which a credit of two hours per week is given.

The typewriter room is amply supplied with new standard machines and tabulators, and is equipped with mimeograph, letter-press, electric phonograph, and all modern, up-to-date office appliances pertaining to this work.

Beginning classes are formed each term.

**PENMANSHIP**—Students in the Commercial Course who do not write a good hand are required to take regular instruction. The modern business man demands of his bookkeeper or clerk the ability to write rapidly and legibly. Movement is the foundation of Penmanship.

The constant aim in all exercises given is to develop plain writing with an easy, rapid movement.

## COLLEGIATE

## FIRST YEAR

## First Term

Accounting .....	(5)
American History .....	(4)
A Modern Language or Stenography .....	(5)
Mechanical Drawing, Letter- ing .....	(2)

## Second Term

Accounting .....	(5)
American History .....	(4)
Commercial Law .....	(3)
A Modern Language or Stenography .....	(5)

## Third Term

Office Practice .....	(5)
American History .....	(4)
Commercial Law .....	(3)
A Modern Language or Stenography .....	(5)

## SECOND YEAR

## First Term

Corporation Accounting .....	(3)
College Rhetoric .....	(3)
Political Economy .....	(2)
A Modern Language .....	(4)
Commercial Seminar .....	(1)
Negotiable Contracts .....	(2)
Industrial and Commercial Geography .....	(2)

## Second Term

Corporation and Trust Finance .....	(3)
English .....	(3)
Sociology .....	(3)
Political Economy .....	(2)
A Modern Language .....	(4)
Commercial Seminar .....	(1)
Cost Accounting .....	(1)

## Third Term

Office Practice .....	(2)
Money and Banking .....	(3)
Accounting Problems and Systems .....	(3)
English .....	(3)
A Modern Language .....	(4)
Seminar .....	(1)

## TEACHERS' COURSE IN STENOGRAPHY

## FIRST YEAR

## First Term

Stenography .....	(5)
Typewriting .....	(2)
College English .....	(3)
American History .....	(4)
Elective .....	(3)

## Second Term

Stenography .....	(5)
Typewriting .....	(2)
College English .....	(3)
American History .....	(4)
Elective .....	(3)

## Third Term

Stenography .....	(5)
Typewriting .....	(2)
College English .....	(3)
American History .....	(4)
Elective .....	(3)

## SECOND YEAR

## First Term

Stenography .....	(4)
College Rhetoric .....	(3)
Introductory Psychology .....	(5)
Elective .....	(5)

## Second Term

Stenography .....	(4)
Introduction to Principles of Education .....	(3)
Amanuensis Work .....	(2)
College English .....	(3)
Elective .....	(5)

## Third Term

Stenography .....	(4)
Introduction to Principles of Education .....	(3)
Amanuensis Work .....	(2)
College English .....	(3)
Elective .....	(5)

Substitutions in the above courses may be made upon the consent of the Faculty.



## COLLEGE OF MUSIC

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Faculty

ALSTON ELLIS, PH. D., LL. D.,  
*President.*

PROFESSOR JAMES PRYOR McVEY, DIRECTOR,  
*Voice, Piano, and Organ.*

MARGARET EDITH JONES, MUS. B.,  
*Piano and Harmony.*

NELLIE H. VAN VORHES,  
*Piano and Virgil Clavier.*

ANN ELLEN HUGHES, MUS. B.,  
*Voice.*

PAULINE A. STEWART,  
*Voice and History of Music.*

MARY L. B. CHAPPELEAR, A. B.,  
*Piano and Organ.*

JOHN N. HIZEY,  
*Violin.*

MABEL B. SWEET,  
*Instructor in Public School Music.*

This being a College of the University, its students are given the opportunity to acquire a liberal education, which is necessary for the complete rounding of a musical course. Too much stress cannot be laid upon the advantage of intimate association with a great seat of learning, having its libraries, laboratories, lectures, and classes in all the varied departments of liberal education.

The College is well equipped for the special work it offers. The rooms it occupies are well adapted for the purpose for

which they are used. Two grand pianos for concert purposes, twenty-eight pianos, of good make, for individual instruction and private practice, a pipe organ, and numerous band instrument are in almost constant use. These are kept in serviceable condition at all times.

Hereafter no diploma will be granted to any one, by the College of Music, who has not, in addition to the completion of one of the special courses, the academic training of a four-year high-school course or equivalent scholarship.

## COURSES OF STUDY

### Elementary Work

Children should have instruction as early as possible, that they may cultivate the talent with which they are naturally endowed. The instruction should be the best, since without a good foundation no artistic excellence is possible. Even in the elementary department the pupils appear early in recitals, thus acquiring ease and precision.

### Preparatory Work

Technique is carefully studied. Taste and style are cultivated and the student is taught to grasp intelligently the composition and ideal of the composer.

### Normal and Artist Department

For those who expect to teach and those who expect to do concert or other professional work, the opportunities offered are excellent. Students of the College of Music have already gone into the different professional fields and have met with success born only of faithful study and excellent training. Special illustrated lectures on the art of teaching are given, and students from the different departments are chosen to appear before the normal classes.

The sight-singing and chorus classes give helpful training to those who expect to take up choir work or to teach music in the public schools. The frequent students' recitals and concerts, the oratorio or opera given by the College, afford ample opportunity for those who expect to become professional artists.

### Course in Piano

GRADE 1—Theory of technic, simple exercises; little studies by Kohler, Gurlitt, Czerny, Loeschorn; elementary pieces by Clementi, Mozart, Gurlitt and others.

GRADE 2—Czerny's School of Velocity, studies by Duvernoy, Heller, Loeschorn; sonatinas of Mozart, Clementi, Kuhlman; pieces of Reinecke, Gurlitt, Heller, and Schumann.

GRADE 3—Loeschorn studies, Op. 67; Czerny School of Velocity; Bach's Inventions (two-voice); Trill Studies of Krause; Octave Studies by Jean Vogt or Kullak; Easier Studies of Cramer; Sonatas of Haydn, Mozart, Beethoven; pieces by Lack, Godard, Chaminade.

GRADE 4—Studies by Cramer; Octave Studies of Wolff; Daily Studies, Czerny; Bach Inventions (three-voice); Sonatas, Mozart, Dussek, Beethoven; Selections from Mendelssohn, Chopin, Schubert, Schumann, Raff, Scharwenka, Godard, Chaminade, Leschetizky, Tchaikovsky, and others.

GRADE 5—Clementi's *Gradus ad Parnassum*, Tausig's daily exercises, Mason's *Touch and Technic*, Bach's *Well-tempered Clavichord*, Chopin Studies, Henselt Studies, Sonatas of Beethoven; Liszt's *Rhapsodies*; Composition of Mendelssohn, Moscheles, Chopin, Rubenstein, Raff, and others.

### Course in Vocal Culture

Individual voices differ so widely in their needs that this course can be indicated only in a general way.

GRADE 1—Lessons in breathing, voice placing, intervals, exercises for blending registers, tone-production (continued throughout the course as needed); Studies by Concone, Vaccai, and others; easy songs by American, English, and German composers.

GRADE 2—Intervals with portamento, scales, arpeggio, solfeggio; Studies in Concone, Marchesi, English Ballads, Mendelssohn's Songs, Sacred Songs.

GRADE 3—Scale, arpeggio, turns and trills in more rapid tempo, vocalises of Concone, Marchesi, English, German, French, and Italian songs; more difficult church music.

**GRADE 4**—Major and minor scales, chromatic scales, Concone's Fifteen Vocalises, recitative and aria, German, French, and Italian Opera, easier oratoria arias; more difficult songs of Schubert, Schumann, Greig, Jensen, Liszt, Lassen, Brahms, and others.

**GRADE 5**—Bravura and Caloratura singing; difficult concert songs; complete opera and oratorio with traditional rendering; special study of Creation, Redemption, Elijah, Messiah, and the Passion Music of Bach.

Students of voice expecting certificates must know enough of piano to play simple accompaniments.

**SPECIAL NOTICE**—A well-planned, thorough course in Public School Music is offered. See descriptive statement connected with the State Normal College.

### Pipe Organ Course

Students of organ must have had at least one year's work in piano.

**GRADE 1**—Stainer's Organ Primer, Merkel's Organ School, Rink's Second Book; Hymn Playing, Transposition; Theory.

**GRADE 2**—Dudley Buck's Studies in Pedal Phrasing, Rink's Third Book; easier church anthems, accompaniments; Harmony.

**GRADE 3**—Lemmon Organ School, Part 1, Rink's Fourth Book; pieces by Batiste, Wely, Widor, West, Guilmant, and others; counterpoint.

**GRADE 4**—Rink's Fourth Book, Mendelssohn's organ sonatas, Bach's Fugues; accompaniments and Masses, oratorios, etc.; Counterpoint, Canon, and Fugue.

### Course in Violin

**GRADE 1**—Hermann Method—Book I, Kayser—thirty-six progressive studies, Op. 20, (Nos. 1 to 18), Easy pieces by Dancla, Papani, Bohm, Hermann, etc.

**GRADE 2**—Hermann Method—Book 2, Schradieck—Finger Exercises, Kayser—thirty-six progressive studies Op. 20, (Nos.

19 to 36), Mazas Etudes Op. 36. Selected pieces for violin and piano.

GRADE 3—Schradiack—Scales, Kreutzer—Etudes, Florillo—Etudes, Concertos by Rhode, De Beriot, Solos by Alard, Rode, etc.

GRADE 4—Schradiack—Chord studies and double stops, Rode—twenty-four Caprices, Alard—twenty-four Caprices, Op. 11, Concertos and solos by Rhode, Viotti, De Beriot, etc.

GRADE 5—Bach's Sonatas for violin solo, Schradiack—twenty-four studies, Op. 1, Dont Gradus ad Parnassum Etudes et Caprices Op. 15, Solos by Wieniawski, Vieuxtemps, etc.

### Harmony and Composition

The completion of this course is required of all who expect a certificate in piano, voice, or violin. Text-books will be at teacher's discretion.

GRADE 1—Intervals, definitions, scales, chords in all keys, formation of the chord of the Seventh, resolution of the dominant seventh in all keys, harmonizing given basses, writing from sound, diminished sevenths, resolutions, augmented chords.

GRADE 2—Modulation, suspensions, writing from sound continued, open harmony, passing notes.

GRADE 3—Harmonizing melodies, practical harmony, improvisation, single and double chants.

GRADE 4—Chorals, harmonizing a given soprano, alto, tenor, and bass. Harmony is more than four parts.

A choral club meets once a week for the study of oratorio and opera.

A class in sight singing meets daily.

Students' recitals are given every two weeks, all the students in turn appearing, at the discretion of the teachers.

Examinations are held at the beginning of each term for admission to the college orchestra.

### History of Music

A year's work in this branch is required of all those who expect a diploma in voice, piano, violin or organ. Hamilton's *Outline of Musical History* will be the text used.

### Languages

No vocalist is properly prepared for his work who is not able to sing in German and French as well as in English. In this particular the advantages of this school are superior to those of any similar school of music, the University course in these tongues being open to all. Instruction is given also in the pronunciation of Spanish, Hebrew (for Synagogue singing), Latin (for Catholic church music), and Italian.

### Band and Orchestra Instruments

Instruction can be had in cornet, clarinet, mandolin, guitar, etc., if desired.

### Expenses, Including Registration Fee

Piano Lessons (two per week), elementary grades....	\$13 00
Piano " " advanced grades.....	16 00
Voice " " .....	16 00
Violin " " .....	16 00
Organ " " .....	16 00
Rent of piano, one hour per day for each term.....	2 00
Rent of organ, one hour per day for each week.....	50

Students of the College of Music who have paid the regular registration fee of \$6.00 are entitled to pursue other regular college work without paying additional fees.

Every student is under the rules of the University and can profit by its advantages.

### SCHOOL OF ORATORY

ALSTON ELLIS, PH. D., LL. D., *President.*

Harry Raymond Pierce—*Director of the School of Expression and Professor of Public Speaking, Ohio University. Coach and Critic for Coit Lyceum Bureau. Literary Interpretation. Voice Training. Dramatic Action. Oratory.*

Marie A. Monfort—(*Graduate Leland Powers School*)—*Assistant, Shakespeare, Pantomime, Bodily Action, Interpretative Reading, Monologue.*

Zulette Spencer Pierce—(*Lyceum Reader and Entertainer*)—*Assistant.*

Edwin Watts Chubb—Litt. D., *Dean of College of Liberal Arts and Professor of Rhetoric and English Literature.* L

John Corbett, A. B.—*Director of Physical Education.*

For what does the School of Oratory of Ohio University stand? What methods of instruction are used? Does it offer a practical course for college men and women?

Answering these questions in order: First, the School stands for a higher development of personality, for individuality and loftier purposes; second, to achieve the best results there must be brought to bear the highest possible training in thought and expression; third, today in all walks of life, men must be able to stand on their feet and express their views in public; and, furthermore, be able to convince and persuade their fellow-men. To accomplish this result there is daily practice in committing selections and orations of prominent writers and speakers, then, in writing original speeches and delivering them, studying the great orators as models, thus developing high standards; also, a thorough training in voice production is necessary for a well-modulated voice. A good personality can always gain a hearing and accomplish the desired results. Making extemporaneous speeches from the class-room platform, during the second year's work, and debating the questions of the day form regular work. All these exercises are practical and profitable, because they prepare for a more useful life's work.

Beecher says, "Let no man who is a sneak try to be an orator." And he might have added, let no man aspire to distinction as a public speaker, whether it be in the pulpit, at the bar, or on the platform, unless he be willing to spend his days and nights in developing all the resources of his spirit, mind, and body. Our motto is: "A Rounded Development Must Be of Spirit, Mind, and Body."

### Private Lessons

Two private lessons each week is a special feature of the School. This gives every student one hundred and twenty private lessons during the course. These lessons are given without extra charge. The best success of each pupil depends upon the private criticism. It enables the instructor at the very beginning to remove the personal difficulties and develop the student along the lines in which he seems deficient.

### Philosophy of Expression

This work treats of the foundation principles which underlie the character of expression in life and art. All causation of art is in the mind. God's great plan: the Trinity of Man: Psychology in relation to phases of expression: the difference between the expression of life and the artistic representation of life: the contrast between fundamentals and accidentals: the end is, a well-trained body and voice to respond to the mind and to picture the truths of literature: Expression an unfoldment: Creative work.

### Bodily Expression and Pantomime

Art has its causation in the mind. All action of the body must be the result of the action of the mind. In this course, the body is treated as an instrument. It is freed from mannerisms and accidentals and trained to become the obedient and willing servant of the mind. A definite technique of action is introduced with exercises for the application of the principles of gesture. The office in expression of the different agents of the body—head, torso, and limbs—is studied. The pantomimic expression is carefully developed by problems of simple situations, characterization, life studies, original studies, and dramatic action.

### How to Gesture

"Every outward movement is but the manifestation of an inward emotion. To know how and when to gesture are important facts. There should be ease and grace and absolute control of the body. A gesture should be only for emphasis, to make the mental picture stand out more clearly before the



audience. A gesture should never attract attention to itself, but should be the bodily expression of the thought. Gesture is that subtle language which conveys impressions which words are powerless to express."

### Physical Culture

Too much stress cannot be laid upon the importance of physical development; there is a marked degeneracy in the physical powers of the men and women of today as compared with our forefathers. The tendency of the present age is towards mental rather than physical development and, as a result, we have an average of higher intellectuality without the necessary physical strength to support it. One function should not be neglected at the expense of another. There should be the Trinity of Spirit, Mind, and Body.

### Voice Culture

The principles of vocal expression are not found in any mechanical rules, but in the thought and feelings of the speaker. If one would understand the rules which govern vocal expression, he must first learn how to think and feel with the author whom he interprets. His imagination, therefore, must be stimulated, his discriminating powers developed, and his voice becomes a responsive agent under the guidance of his emotions.

Instruction is given in the management and regulation of the breath, the proper use of the body, and the development of vocal energy.

### English

The courses in English and Rhetoric are under the direction of Edwin W. Chubb, Litt. D., Dean of the College of Liberal Arts, and Professor of Rhetoric and English Literature.

The public speaker must not only be familiar with the best literature, but must have a mind stored with thoughts worthy of being imparted to others.

The aim will be to develop in the student the power of clear thought and accurate expression, in oral and written work; as it is believed by all that English literature is of pri-

mary importance to one who desires to become proficient in English expression.

### Diplomas

Those completing the full course of two years, and passing the examinations satisfactorily, will receive a diploma bearing the name of Ohio University, School of Oratory. A charge of Five Dollars is made for this diploma.

### Special Price

The usual cost for a term in the Study of Expression at any of the well-known schools is Fifty Dollars per term, or One Hundred and Fifty Dollars per year, and when the student considers that he is to receive two private lessons each week, in addition to the course outlined above, this would not be too much. It is the wish of the authorities of the University, however, that all who care for this development may avail themselves of the opportunity. A term's tuition in Oratory is Nineteen Dollars. A registration fee of Six Dollars is charged each term, which allows the student to pursue other regular college work if so desired.

For any further information, send for special illustrated catalogue of the School of Oratory.

THE STATE NORMAL COLLEGE  
OF  
OHIO UNIVERSITY

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## FACULTY\*

ALSTON ELLIS, PH. D., LL. D.,  
*President.*

HENRY G. WILLIAMS, A. M., PED. D.,  
*Dean of the State Normal College and Professor of School  
Administration.*

FREDERICK TREUDLEY, A. M.,  
*Professor of Paidology and Psychology.*

WILLIS L. GARD, A. M., PH. D.,  
*Professor of the History and Principles of Education.*

EDSON M. MILLS, A. M., PH. M.,  
*Professor of Mathematics.*

WILLIAM FRANKLIN COPELAND, PH. M., PH. D.,  
*Professor of Elementary School Science.*

HIRAM ROY WILSON, A. M.,  
*Professor of English.*

THOMAS N. HOOVER, A. B., A. M.,  
*Professor of History.*

JOHN J. RICHESON, B. Ped.,  
*Professor of Physiography and Supervisor of Rural Training  
Schools.*

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\*The instructors named above teach principally in Normal-College classes. Members of the University Faculty have work, in the Normal College, of a nature indicated by the University Departments with which they are connected.

JOHN CORBETT, A. B.,  
*Professor of Physical Culture.*

GEORGE E. McLAUGHLIN,  
*Instructor in Manual Training.*

GEORGE C. PARKS, PH. B.,  
*Instructor in Penmanship.*

HOMER GUY BISHOP,  
*Instructor in Paidology and Psychology.*

MARIE A. MONFORT, B. O.,  
*Instructor in Reading and Public Speaking.*

MARGUERITE G. H. SUTHERLAND,  
*Instructor in Public-School Drawing.*

MARY ELLEN MOORE, A. B.,  
*Instructor in Latin.*

EMMA S. WAITE,  
*Principal of Training School.*

MARY JUNIATA BRISON, B. S.,  
*Instructor in Drawing and Hand-Work.*

MABEL B. SWEET,  
*Instructor in Public-School Music.*

ELIZABETH MUSGRAVE, AMY M. WEIHR, PH. M., B. PED., ELSIE  
S. GREATHEAD, WINIFRED L. WILLIAMS, MARGARET A.

DAVIS, CORA E. BAILEY, B. PED., AND

MARGARET L. TILLEY,  
*Critic Teachers.*

HAIDEE CORAL GROSS, AND EDITH A. BUCHANAN,  
*Critic Teachers in Rural Training School.*

CONSTANCE TRUMAN McLEOD, A. B.,  
*Instructor in Kindergarten Education and Principal of the  
Kindergarten School.*

HELEN F. AYERS,  
*Instructor in Kindergarten.*

## TRAINING FOR TEACHING AT OHIO UNIVERSITY

Ever since 1886, the Ohio University has made provision for the training of teachers in its Normal Department. This owes its existence to legislation, May 11, 1886, whereby the sum of \$5,000 was appropriated for its establishment. The appropriation was accepted by the Board of Trustees and made effective through the efforts of its committee, the chairman of which was Dr. John Hancock, since deceased. This committee placed Dr. John P. Gordy at the head of the new department, and its special work was entered upon in September of the same year. Two courses of study were offered, an "*Elementary*" and an "*Advanced*," and the latter was made equal to and parallel with the other college courses then existing.

At the regular session of the 75th General Assembly of Ohio, March 12, 1902, H. B. No. 369—Mr. Seese—became a law.

The State Normal College of Ohio University owes its existence to a provision of this Act. Section 2, of said Act, requires the University Board to organize "a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching.

Section 4, of an Act of the Legislature, dated April 16, 1906, creates a special fund for the support of "the State Normal School or College in connection with the Ohio University." This fund is derived from a mill tax of one and one-half one-hundredths (.015) of one mill upon each dollar of all the taxable property in Ohio. The annual income thus derived amounts to about \$35,000.

The law of 1902 explicitly states that the school shall be established for the training of "*all* students desiring to prepare themselves for the work of teaching." This is surely comprehensive enough to permit the carrying on of all grades and kinds of normal-school work. In fact, the language used is mandatory and contemplates the founding of a school in which the graduates of the common school, the high school, and the college shall have opportunity for "theoretical and practical training" for the work of teaching. At present, in Ohio, there

are twelve times as many teachers employed in elementary schools as in high schools. Important as is the work of the high-school teacher, that of the elementary or primary teacher is, admittedly, more so. The latter work is fundamental, and upon its character depend in large measure the breadth, depth and ultimate value of much of the work of the secondary school. Then, too, it must be kept in mind that by far the greater number of those enjoying public school advantages never, as pupils, see the inside of a high school. These considerations suggest that normal-school work should, first of all, be planned to meet the wants of those preparing for service in the elementary schools. The higher grades of academic and professional training will follow, in any right-ordered, well-rounded scheme of normal-school organization, as a matter of course.

#### THE FUNCTION OF THE NORMAL SCHOOL

In a general way it may be stated that the function of a normal school is to train persons for the work of teaching. If teaching is to become a profession in the true sense, those who expect to follow it must receive special training. By professional training we mean a special training beyond mere scholarship in language, art, mathematics, science, history, etc., including special preparation and training in those lines of thought and action which have to do particularly with the teaching process. This preparation should include a broad scholastic training as a foundation upon which should be built the superstructure of special knowledge. No amount of knowledge of pedagogy will take the place of a broad culture in literature, history, science, mathematics, and other generally recognized college subjects, but this knowledge of pedagogy and related professional subjects is very essential in the equipment of a man or woman trained for the school-room.

Persons who expect to enter the profession of law, ministry, medicine, or dentistry, are first required to obtain a somewhat broad scholastic training upon which is built a professional knowledge looking to the particular profession they desire to enter. It is this special training that furnishes the equipment

that makes a man a physician rather than a lawyer. In three of the professions named the state not only protects those who wish to enter the profession, but also by making statutory requirements of those who seek admission to it. Surely the work of teaching should require as much special training as that of any of the other callings named. Before a man is permitted to extract your teeth he is required to produce evidence of professional fitness, and that evidence must have state recognition. It is not so with those who pretend to teach. Not even a high school graduation is required by the laws of this state. There is absolutely no restriction as to scholarship, age, or special fitness, except as found in the judgment of the county or city examiner. Why should the training of the common school or the high school bring a person nearer the threshold of one profession than that of another? If teaching is ever to become a profession the need of this special training must be recognized. Teaching is such a difficult, complex, and ever-changing process that more skill is required to teach a growing child as he should be taught, than to try a case before the bar of justice. To unfold the possibilities of a child's soul is a more delicate matter than the compounding of medicines or the use of the surgeon's knife. To unfold the senses, train the intellect, and direct the will of the child requires more discipline of mind and a greater breadth of view than to preach a sermon.

Approximately 26,000 teachers are necessary to supply the public schools of Ohio, 24,000 of whom are required for the elementary schools—that is, the grades below the high school in the towns and cities and the ungraded schools of township and village districts. It has been somewhat carefully estimated that about 6,000 of these teachers are new in the work each year. This means that an equal number of teachers leave the work of teaching each year. Various causes may be given for this constant changing in the personnel of the great body of teachers. Who are these 6,000 young, inexperienced teachers admitted to the school rooms of Ohio each year, armed with the protection which a teacher's certificate affords? They are usually earnest, wide-awake young men and women (or boys

and girls) who are anxious to do their best—to teach according to the best models they have had presented to them. Very few are college or normal school graduates. Not a large percentage are graduates of high schools. These new teachers are usually young people, who by their own efforts, unaided or misguided, have obtained enough technical knowledge to enable them to pass a teacher's examination, but who have formed no adequate conception of the duties and responsibilities of the teacher; young people who are entirely ignorant of the great body of fundamental knowledge underlying the science and art of teaching.

Although high schools are multiplying rapidly and are growing more and more efficient year by year, yet many of these young people have never had the opportunity of high-school training. Besides, a knowledge of high-school subjects is not required of the applicant who seeks admission to the examination for a teacher's certificate. Therefore, high-school graduation cannot wisely be made the standard of admission to our State Normal Schools so long as the laws governing the certification of teachers remain as they are at present. The state cannot wisely close her doors against these young people who seek admission to the profession, nor against that large body of teachers already enrolled in the work who have educational qualifications but little higher than the graduate of the common schools. Better training must be provided for them. The law establishing these State Normal Schools says that they shall "provide theoretical and practical training for *all* students desiring to prepare themselves for the work of teaching." The needs of the class referred to as graduates of the common schools or as those having only equivalent education, are carefully met by the course of study beginning at the point of graduation from the common schools. In this connection we desire to call attention to the three-year preparatory course leading to the regular two-year college course in Elementary Education, found elsewhere in this catalogue. Attention is also called to the fact that persons holding a teacher's certificate may complete this course in two years or less. Teachers of much ex-



perience may enter the two-year course and be conditioned on preparatory work.

Much has been said and written concerning the relative strength of normal-trained and college-trained teachers. It must be admitted that a person who has learned how to do a thing can do it better than one who has not learned how. The scientific purpose of the normal school is to teach persons how to teach, but such knowledge must presuppose a knowledge of what to teach. The teacher who is to be capable of the best service should have both scholastic and professional training. It must not be forgotten that normal training is not necessarily all professional, so called. The school that can combine these two essentials in the teacher's preparation should certainly be sought. In the Normal College of Ohio University this happy combination is found. Each of the courses offers a collegiate training in academic and culture studies in addition to the training along distinctively professional lines. All studies in the several courses in the College of Liberal Arts are now open to students of the Normal College. To be admitted to any of the regular courses in the Normal College a student must have made a preparation equal to that required for admission to any other regular college course. No one need fear that the instruction in the State Normal College will be in any sense inferior to the best instruction given in the University, as Normal College students are taught in the same classes by the same professors, and have access to all the privileges of the University.

But there are now engaged in the schools of Ohio thousands of worthy teachers who could not measure up to the ideal standard of college admission. They will give the schools more years of service than many of those who spend years in preparation. If, therefore, the purpose of the normal schools in Ohio is to provide better teaching for the children in the public schools of the state and thus give back to the people something in return for their support of the normal schools, should not the normal schools open their doors to these teachers? Such teachers are encouraged to attend the State Normal College of Ohio University, where they will be carefully

guided in the selection of such studies as will make them more efficient. Our duty in this matter is plain.

The attention of prospective students is invited to the several courses of study, in the State Normal College, found elsewhere in this catalogue. These courses have been prepared with much care and represent the results of a careful study of the courses in operation in all the leading normal schools in this country, together with the ripest wisdom and best judgment of those who have given many years to a study of the training of teachers. The experiences of other states have been of service in mapping out such courses of study as will best fit the local conditions, touching the needs of the great mass of the teachers, existing in Ohio.

The two-year college course in Elementary Education is designed for those who have graduated from high schools of the first grade or who possess equivalent scholarship. Fifteen units of credit in any recognized preparatory subjects admit the student to the Freshman class. The course in Elementary Education leads to a diploma from the Normal College. This diploma entitles the holder to a special examination for a State Life Certificate, as fully explained elsewhere in this catalogue.

*The four-year courses in Secondary Education are the equals in scholastic requirements of any other courses in the University.*

## COURSES OF STUDY IN THE STATE NORMAL COLLEGE

FOR TEACHERS OF COUNTRY SCHOOLS—Almost one-half the teachers in Ohio are required to teach the rural or country schools. The State Normal School authorities realize that these teachers usually have the most difficult of all teaching to do, because of the many grades of pupils under the instruction of a single teacher. It is also true the majority of teachers employed in the rural schools have not had educational advantages of an academic character equal to those of the town and city schools. These two facts make a double handicap for many country teachers. The State Normal School at Athens recognizes these conditions and realizes also that the people

in rural communities are paying exactly the same rate of tax for the support of the State Normal Schools as are the people in the cities. These schools belong to all the people of Ohio, and the special training offered to prepare teachers to return to these country schools as teachers possessing a high-grade efficiency is given with a full knowledge of the needs of such teachers and of the conditions prevailing in the country schools. The reason so many of the graduates and trained students of the State Normal College do not return to the country schools is because the towns and cities outbid the township boards of Education and pay often from \$100 to \$400 a year more than the townships will pay for the same instruction. Sometimes this is due to the fact that the townships cannot pay more. In such a case it is the plain duty of the state to aid such township, making it possible for it to secure the services of trained teachers. It has just as much right to them as the cities.

Frequently, however, the fault is with the township board or the people, who see no difference in teachers, but who will pay inexperienced, untrained teachers as much as they are willing to offer to trained and experienced teachers. A higher ideal of the work of the teacher is needed.

But the State Normal College offers special training in all so-called common branches for those who need further drill in these subjects to enable them to teach them better or to secure better certificates. At the same time emphasis is placed upon the methods of teaching these subjects in the country schools. Besides articulating their work with that of the special department for the training of rural teachers, both as to methods to be employed in the district schools and as to the rural-school course of study, most teachers and professors in charge of the work in the State Normal College have had practical experience in actual teaching in the country schools, and these people have a clear and accurate vision of the actual needs and environments of the country school. Besides, it is one of the cardinal principles of the State Normal School to make constant study of rural-school conditions in Ohio.

Courses are given in Orthography, Reading, Penmanship, Arithmetic, Grammar, Language Lessons, United States His-

tory, Civil Government, Geography, Physical Geography, Commercial Geography, Physiology, School Management, School Law, Theory and Practice, Grading and Organizing Country Schools, the Course of Study, Nature Study, Elementary Agriculture, and everything that a progressive country school needs. Special emphasis is placed upon the problems of country school organization and management. There is no teacher of the country school who could not be greatly helped and encouraged by attending even a single term at the State Normal School at Athens. Students may enter at any time, study whatever they wish if they are qualified to enter the classes, and no entrance examinations are required. The dean of the Normal College will confer with students and advise them as to the studies they should pursue, but all assignments are made wholly in the interests of the student.

**FOR GRADE TEACHERS**—For teachers and students who are ambitious to teach in the graded elementary schools of the towns and cities, two courses are offered. For those who are graduates of good high schools, a two-year college course is offered, covering advanced reviews of all the common branches, each pursued in the light of the best methods of teaching the subject in the grades (by "grades" is meant the elementary school—all the work below the high school, usually divided into eight grades, or years); courses in Principles of Education, both Primary and Grammar Grade Methods, School Management, Training in Teaching, Paidology, Drawing, Music, Nature Study, English, Mathematics, the Elementary Course of Study, History of Education, History, Science, etc., but no foreign language is required in this course. It covers two years, and each graduate from this course is given a State Normal College diploma. This diploma represents as much scholarship and training as graduation from any one of the half score of highest grade state normal schools in the United States. In nearly every state such a diploma is recognized as a life diploma to teach, or at least as a state certificate to teach, and the time cannot be far distant when Ohio must so recognize the products of her own schools.

The other courses for those who seek to teach in the graded

schools of towns or cities is similar to the one above described, except that it does not require graduation from high school. Those who do not hold four-year high school diplomas are required to complete the State Normal School preparatory course, by pursuing such studies there marked out as they have not completed before entering the State Normal School. The completion of this course admits the student to the two-year Normal College course, the same as graduation from a high school of the First Grade.

**FOR HIGH SCHOOL TEACHERS**—The course for high school teachers is a full four-year college course, and graduates are granted the degree of Bachelor of Pedagogy, the full equivalent in scholarship and literary culture of any bachelor's degree. This course is so arranged that not less than three years of specialization shall be made by the student upon at least one collegiate subject—History, Science, Mathematics, Latin, German, Greek, or English. This renders every graduate from this course competent to teach in a highly successful degree at least one subject in secondary education. But the high school teacher is just as much in need of a knowledge of pedagogy and of training in actual teaching under skilled supervision as the teacher of the elementary school. Here is where most schools fail in the training of high school teachers. The Report of the Committee of Seventeen, on the Professional Preparation of Secondary Teachers, issued in 1908, strongly emphasizes the importance of training in observation and practice on the part of all who would teach in our high schools. It is not enough that such teachers shall know Latin and Greek and geometry and everything else they undertake to teach, but these same teachers need to be *trained to teach* these subjects. A knowledge of subject matter alone will not make a teacher of its possessor. Neither will the additional knowledge of Psychology, Principles of Education, History of Education, Methods, School Systems, Administration, etc., insure success. These will help greatly, but the crucial test of every teacher is the actual work in the class-room. For years we have emphasized the importance of the training of the elementary teacher, but have continued to accept the inexperi-

enced, untrained college graduate as the high school teacher. As a result there is more poor teaching done today in the high schools than in the grades of the same town or city. We need *trained* high school teachers.

Ohio University and State Normal College have a State Preparatory School for the instruction of those who have not completed a four-year high school course, and skilled teachers, nearly all of them heads of college departments, do the teaching here—in Latin, Algebra, Geometry, History, Literature, Rhetoric, Botany, Chemistry, Physiology, German, Greek, Physics, and all other secondary school subjects. Students in the State Normal College who are pursuing either the course for high school teachers or the course for superintendents are not only *permitted* to teach in these secondary subjects, but are *required* to do so, and always under the skilled instruction and guidance of the head of the department in which the teaching is done, as well as under the direction of the professor of methods and teaching. A teacher in training for high school work must show proficiency to a high degree in teaching at least one high school subject before a diploma will be granted.

Such training is invaluable, and a school that cannot offer thorough training of this nature is not fully equipped to train teachers for the high schools.

COURSE FOR SUPERINTENDENTS—Special attention is called to the four-year college course for superintendents and principals. It is similar to the course for high school teachers, but its chief differentiation lies in the broader training in methods, course of study and administration. Those who pursue this course are not required to spend three years in specialization on one subject. In each of these four-year courses three-fifths of the entire course is required and two-fifths may be made up of collegiate subjects selected by the student. In this way a student may pursue as electives the required subjects for the A. B. degree, and by a little extra effort secure both degrees.

FOR COLLEGE GRADUATES—Graduates of reputable colleges may pursue a course of one year in length and receive the degree of Bachelor of Pedagogy. All the work of this course is of a professional nature, and is well adapted to meet the

needs of those who desire to teach in the elementary schools or high schools or to serve as superintendents, due to the fact that all the work of this course is elective, the subjects to be chosen from groups of subjects offered. In this way a college graduate may specialize in any line or lines of work desired.

**COURSE FOR RURAL TEACHERS**—Special attention is called to the course for students preparing to teach in rural schools. The opportunities in this direction are unexcelled, and teachers and prospective teachers will find this course most satisfactorily planned to meet their needs. The course is broad enough in the academic studies to meet the needs of teachers preparing to teach the various elementary branches; and the opportunity to study methods of teaching, principles of education, school management, etc., is broad enough to equip teachers most satisfactorily for work in the rural schools.

**COURSES FOR PRIMARY TEACHERS**—Very frequently a teacher desires to make special preparation for work in the First Grade, or D Primary. Excellent opportunities are offered such students. They are permitted to take special work in Primary Methods, do more than the minimum of 115 hours of teaching, take a special course in Kindergarten Methods, do special work in the matter of lesson-planning for the First Grade, and devote special attention to Nature Study, Language, Music, Drawing, etc., to fit them for positions as Special Primary Supervisors. If a teacher desires to confine her work to the work of the first four grades—that is, to the primary school as distinguished from the grammar school—opportunity is afforded for such specialization, and all the practice teaching of such pupil-teacher will be confined to the Primary Grades in the Training School. Those who desire to make special preparation for teaching in the Grammar Grades may confine their practice teaching to the Grammar Grades of the Training School.

**THE KINDERGARTEN**—Special attention is directed to the fact that the State Normal College maintains a first-class Kindergarten, under the skilled direction and teaching of a specialist of much experience, who not only teaches the Kindergarten, but trains prospective kindergartners. This is the

only State Kindergarten in Ohio, and this addition to the already wide-range course of instruction in the State Normal College comes in answer to a demand for a course of instruction that would prepare young ladies for positions as kindergarten teachers, as the kindergarten is now a part of the public school system of Ohio, and all boards may make a special levy for the support of kindergartens.

DEPARTMENT OF ELEMENTARY SCHOOL SCIENCE—It is with peculiar pleasure that the State Normal College announces as a strong department that of Elementary School Science, consisting of courses in Elementary Agriculture, Nature Study, Geography, Physical Geography, and Biology and Physics for the Elementary School. A specialist of broad and practical experience has charge, a fine laboratory has been equipped, and opportunities are here offered that are not excelled in any state normal school in this country.

THE TRAINING SCHOOL—The very center of a normal school is its Training School. A theory of teaching must stand the test of actual practice under normal conditions. Ever since the State Normal College at Athens was opened it has maintained a Training School. This Training School now covers work in the Kindergarten, the Primary Grades, the Grammar Grades, and the High School—the full range of teaching in public schools. This Training School consists of well-graded and closely-articulated schools covering the Kindergarten School and all the primary and grammar grades, followed by the State Preparatory School for High School practice. Each school or grade consists of about forty children, and is a real school in every sense. The Normal College has, under its own roof and its own control, the pupils from about one-third of the city of Athens—the portion of the city in which the University is located. These, then, are all real schools, not small schools of selected children, but schools in which real conditions exist. Collectively, these schools constitute our Training School. During the first year of the student's training the Training School is used as an observation or Model School, in which the teaching is all done by the Critic Teachers, who are trained teachers regularly in charge of each room.



During this first year the student or pupil-teacher takes lessons in observing the work done and in reporting on what he sees. During the second year, after the student has taken a thorough course in Methods, Psychology, Observation, and Principles of Education, he is required to teach in these schools, the work being adapted to his tastes or to the grades in which he wishes to specialize. The Training School is now to him a Practice School. This teaching is done under the guidance and supervision of the Critic Teachers and the Training Supervisor.

A similar plan is followed by those who are training for high-school positions. They observe the teaching of Physics, Botany, Algebra, Geometry, Literature, Rhetoric, Latin, German, History, and other secondary school subjects. Before graduation each candidate for a degree must teach one or more of these subjects not less than 90 hours, or lessons, and this teaching must be of such character as will be accepted by the college authorities. The total amount of work in observation and teaching required in secondary subjects is 180 hours. The student may teach 10 hours and observe 60 hours, but not less than one-half of the total of 180 hours shall be given to teaching.

### LIFE CERTIFICATES FOR TRAINED TEACHERS

At least forty states in the Union recognize the value of professional training for their teachers. This recognition is shown in their certification laws, in which graduates of their State Normal Schools are granted professional certificates exempting their holders from further examinations. In twenty-one states the graduates of the State Normal Schools and Colleges of Education are granted permanent or life certificates upon graduation and in twenty states provisional certificates are granted, valid for a period ranging from two to four years, at the expiration of which time the certificates are made permanent upon the applicant's credentials showing successful teaching experience. Until 1910 Ohio was not to be found in either column, but the legislature of 1910 enacted the Hawkins Law, which recognizes professional training by granting to the holders of diplomas from Normal Colleges

first a state provisional certificate, valid for four years, and such certificate is to be made permanent when the holder has passed a limited professional examination before the State Board of School Examiners and has had not less than twenty-four months of successful experience in teaching.

Prior to the enactment of this law several states had recognized the diplomas of the State Normal College of Ohio University, by granting provisional or permanent state certificates to their holders. The Hawkins Law is already proving a healthy stimulus to professional activity among the teachers of Ohio. The provisions of this law, briefly stated, are as follows:

The Normal School or College which grants the diploma recognized under this law, must offer a college course of not less than two full years beyond graduation from a four-year high school course or equivalent preparatory scholarship. This means that the preparation for such a professional course must cover not less than 15 units of high school or secondary subjects, a unit standing for a subject pursued not less than one year of not less than 32 weeks. In ordinary interpretation this means that 160 recitation hours or periods of 40 minutes each, shall be given to a high school subject to equal one unit of credit. Under the ruling of the State School Commissioner, who is given authority under this law to fix the standards of observation and practice teaching, and determine the ratio of academic work to work in professional subjects, not less than 50% of the two-year course in the Normal School or College shall be given to educational or professional subjects. The law provides that all courses for elementary teachers, and special teachers in Drawing, Music, Kindergarten, Manual Training, etc., shall cover not less than two years of work apportioned between professional and academic subjects in such ratio as the Commissioner shall require. As a part of the professional work done in such a case, there shall be not less than 180 recitation hours devoted to Observation and Practice Teaching in a Training School under the direction and control of the Normal School or College, and not less than 90 hours of this work shall be given to actual teaching

in such Training School. The holder of a diploma granted for one of these two-year courses is entitled to a four-year state certificate valid in any school in the state, after passing the regular examination for elementary certificates, the manuscripts to be forwarded by the county examiners to the State School Commissioner, who grades and values the same. If the holder of such diploma has had twenty-four months of successful experience or as soon as he has that much experience to his credit, whether before or after graduation, he is entitled to go before the State Board of School Examiners and take an examination in Theory and Practice, passing which the applicant is given a Common School Life Certificate.

All graduates of a four-year Normal School or College Course pursue the same general plan and are granted High School Life Certificates. The four-year course shall include not less than 25% of professional subjects in which shall be included actual Observation and Practice Teaching in secondary subjects in a Training School under the direction of the Normal School or College. This means no such diploma shall be recognized unless one full collegiate year has been devoted to professional subjects, although the work in these subjects may be distributed throughout the four years. The holder of a diploma from a four-year course in a Normal School or College first takes the regular uniform high school examination before any county board in the state, the papers to be graded and valued by the State School Commissioner. If the applicant is successful he is granted a four-year State High School Certificate. After twenty-four months of successful experience the holder of said diploma is then entitled to appear before the State Board of School Examiners, where he takes an examination in Theory and Practice, History of Education, and Science of Education, passing which he is granted a High School Life Certificate.

All progressive teachers in Ohio now certainly have a strong inducement to obtain professional training. The facilities for such instruction in the State Normal College of Ohio University are such as to meet in every detail all the conditions imposed by this law and by the requirements of the office of the

State School Commissioner. In fact, the standard at the State Normal College has always been as high as that above described. The course for high school teachers offered by the State Normal College requires 35% to be done in educational subjects, and the course for superintendents requires 40% or 1000 recitation hours. The facilities for Observation and Practice Teaching required by this law are more than ample to meet the need in the training of teachers in the elementary schools, in the high schools, and for positions as supervisors in special subjects or as superintendents of schools.

In addition to the course above outlined and recognized by the state in the granting of professional life certificates, the State Normal College has also made ample provision for the professional training of teachers for the rural schools, having established clearly differentiated courses for such teachers and opened a Rural Training School, which is supervised by a trained and skilled gentleman who has had wide experience in the rural schools.

## DEPARTMENT OF SCHOOL ADMINISTRATION

PROFESSOR WILLIAMS.

The general aim of this department in the Normal College is to give the student a broad and comprehensive view of the various factors in school administration, to give him a detailed and critical view of the problems of school organization, school management, school discipline, school hygiene, school architecture, the course of study, the classification and grading of pupils, and to lead him to understand school law as it relates to school administration. The courses may be briefly outlined as follows:

### 1. School Administration and School Law

This is a three-hour course for one term, and includes a study (1) of School Organization under the heads of parties to the school organization, a study of existing systems, the function of the public school, the teacher as a factor in organization, etc.; (2) School Law, including a critical study and analysis of the Ohio School Laws and topical study of the

relation of school law to the effectiveness of school systems; (3) School Hygiene, including school architecture, school environment, ventilation, lighting, seating, fatigue, contagious disease, defective hearing, and defective vision; (4) School Management and School Discipline, with their various problems. The Ohio School Laws will be made the basis of the work in School Law. Dutton and Snedden's "*Administration of Public Education in the United States*" is made the basis of this course. Much of the work, however, is in the form of a library and lecture course. Fall term, three hours.

## 2. The Elementary Course of Study

In this course of three hours for one term the great problem is to know how to shape the school to conform to the child's mental nature, how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at various stages of his development, and how to determine what is of most worth in a course of study. The aim is to point out great underlying principles determining educational values, to discover the fundamental principles determining the content and order of a course of study, to discover the constant but ever-varying relation existing between what the child studies and what he is, to indicate to the teacher the positive and fixed necessity of constant articulation in the subject matter in a course of study. It is also the aim to familiarize the teacher with laws external to the course of study itself, determining what the course shall be, such as the demands of society and the laws of the child's mental development, each indicating certain lines of necessary deflection from the direction which a knowledge of the nature of the subject matter alone would indicate to the teacher. The course also includes a study of the order of subjects, concentration and correlation of subject matter, the daily program of work, the recitation, and a detailed study of the principles involved in the construction of a course of study for a school or a system of schools. In this last study the student is taken over the details of the Elementary Course of Study, and courses in

Arithmetic, Language, History, Geography, and Science are written under the direction of the instructor.

The texts used as a basis in this work are Dr. Charles McMurry's *"Course of Study for Elementary Schools,"* and Williams's *"Course of Study for Ohio Schools."* Fall term, three hours. May be elected by students pursuing any course if they have already taken at least one term of Psychology and are sufficiently advanced in other studies.

### 3. Secondary Course of Study

This course will inquire into the principles governing the selection of subjects for the Secondary Course, the order of presentation of these subjects, the purposes of secondary school training, the relation of the secondary school to the elementary school on the one hand, and the college and the technical and professional schools on the other. The particular methods of instruction demanded by the secondary school and how these methods must differ from the methods employed in lower and in higher schools, will receive careful study from the pedagogical viewpoint.

The texts used are DeGarmo's *"Principles of Secondary Education,"* *"Report of the Committee of Ten,"* and *"Report of the Committee of Seventeen on the Professional Training of High School Teachers."* Winter term, three hours. Required of all students pursuing either course leading to the degree of Bachelor of Pedagogy, and may be elected by Juniors and Seniors in other courses.

### 4. Supervision and Criticism

This is a three-hour elective, except in the Course for Superintendents and Principals, and is given during the Spring term, and occasionally repeated in the Summer term. The purpose is to cover all the leading problems of administration and supervision. For those who are preparing for the work of supervision certainly no course in the Normal College could be more valuable.

This course is wholly a library and lecture course, and the student is referred to important papers and addresses in the N. E. A. Reports, Magazines, etc. Spring term, three hours.

### 5. School Management and School Law

This course is a Freshman study, in all courses offered in the State Normal College, and may be taken as an elective in any other collegiate course. The aim is to give the student a knowledge of the principles underlying successful school management and discipline, and to acquaint him with the best practices of the best teachers. The organization of the school, classifications and promotions, discipline in and out of school, relation of the teacher and the school to the community, current educational reforms, the course of study, and school law, are some of the larger subjects considered. Dutton's "*School Management*" is the text used, but many of the subjects are studied topically from other standard works on the subject. Spring term, three hours.

## DEPARTMENT OF THE HISTORY AND PRINCIPLES OF EDUCATION

PROFESSOR GARD.

The work of the Department is four-fold. It traces the development of educational standards and institutions, sets forth essential features of the leading systems of modern education, examines the fundamental principles of the educative process, and applies these principles to the teaching of the various subjects.

1. THEORY AND PRACTICE OF TEACHING—In this course the student is introduced to the most essential problems of the teaching process. Special attention is given to the needs of teachers in the rural and ungraded schools. Open to all students. Five recitations a week. Spring term. Sixty preparatory hours' credit.

## COURSES IN ELEMENTARY EDUCATION

2. PRINCIPLES OF EDUCATION—The aim of this course is to study the practical and scientific aspects of teaching. The principles of teaching are based upon the laws of genetic and dynamic psychology. A great deal of the time is devoted to the consideration of practical exercises illustrating the scientific principles. Open to students who have credit for one

term of psychology or an equivalent. Three recitations a week. Winter and Spring terms. Sixty-nine collegiate hours' credit.

3. OBSERVATION IN THE GRAMMAR GRADES—The class will visit daily the Training School and the work there observed will be discussed in the light of the fundamental principles of teaching. Open to students who have credit for *course two* or an equivalent. Five recitations a week. Spring term. Sixty collegiate hours' credit.

4. GRAMMAR GRADE METHODS—In this course a study is made of the fundamental principles underlying the presentation of the several common-school subjects in the fifth to eighth grades inclusive. Open to students who have credit for *course three* or an equivalent. Four recitations a week. Fall term. Sixty collegiate hours' credit.

5. HISTORY OF ELEMENTARY EDUCATION—A study is made of the educational tendencies since the time of Comenius. Special attention is given to the modification of method and the content of education as influenced by the changing conceptions of life. Open to Sophomores. Four recitations a week. Spring term. Forty-eight collegiate hours' credit.

### COURSES IN SECONDARY EDUCATION AND SUPERVISION

7. SCIENCE OF EDUCATION—In this course are assembled the main, well-tested results of the scientific study of education from the psychological, biological, and sociological viewpoints. The fundamental thought in the course is that the science of education does much in solving the every-day problems of the teacher. No attempt is made to give prescriptions and devices. The course is concerned with the principles underlying the great problems of education. Open to Juniors and Seniors. Three recitations a week. Fall and Winter terms. Seventy-eight collegiate hours' credit.

9. HIGH-SCHOOL METHODS—The course is designed to acquaint the student with the most essential problems connected with teaching in our secondary schools. Each member of the class is required to make a careful study of the most advanced



methods of teaching some one or more of the subjects taught in the secondary schools. Open to Juniors and Seniors. Three recitations a week. Spring term. Thirty-six collegiate hours' credit.

10. HISTORY OF EDUCATION—The course in the History of Education gives a connected account of the larger movements in education from ancient to modern times. Educational ideas, methods, and curricula are studied in their relation to social, cultural, and industrial changes. (1) Fall term. Education in Greece, Rome, and the East. (2) Winter term. The early Christian schools, the reforms of Charlemagne, the rise of the universities, and the renaissance. (3) Spring term. The work of the great educational reformers. Open to Seniors. Three recitations a week. Fall, Winter, and Spring terms. One hundred and fourteen collegiate hours' credit.

11. MODERN SCHOOL SYSTEMS—In this course a comparative study is made of the modern school systems of the United States, Germany, France, and England. Special attention is given to those features of the various systems that are of greatest significance for the prospective superintendent. Open to Seniors. Two recitations a week. Fall, Winter, and Spring terms. Seventy-six collegiate hours' credit.

## PRIMARY METHODS

MISS WAITE

The course in Primary Methods presupposes a knowledge of Psychology, Principles of Education, School Administration, and School Law.

Special attention is given to the methods of teaching every subject in the primary grades, with suggestions as to good devices for drill work.

At the close of each lesson in Primary Methods, the class is taken to the Training School to see an application of these methods in an actual lesson given by a critic teacher.

Attention is given to the writing of lesson plans, so that at the close of the term's work the student is ready to begin his teaching in the Training School.

**PAIDODOLOGY AND PSYCHOLOGY**

PROFESSOR CHRISMAN.

HOMER GUY BISHOP, *Instructor.*

The purpose of the work in Paidology, the science of the child, is to furnish a knowledge of child nature. It is intended to give to students what has been learned about children, to fix in them the habit of observation and study of children, and to help them to an understanding of child life under the various conditions in which it is found.

The purpose of the work in Psychology is to give a knowledge of mind action in its various conditions. It is proposed to acquaint students with such facts of mind as have been gained through various sources, to help them to a better understanding of their own mental activities, and to give them power to apply this knowledge.

In both Paidology and Psychology facilities are afforded for laboratory and field work whereby much of the work is carried on by observational and experimental methods, so that not only is there opportunity given for learning the subject matter, but also for applying the work so as to give further power that will greatly aid in mental growth.

The details of the work of this Department are given herewith. All the courses give full college credit and, where not required, can be elected by students in any of the colleges of the University.

**WORK BY TERMS****Fall Term**

PSYCHOLOGY (INTRODUCTORY)—Freshman, five hours, required in the courses in Elementary Education, Public-School Drawing, Kindergarten, Public-School Music, and Teachers' Course in Stenography.

PAIDODOLOGY (CHILDHOOD)—Sophomore, four hours, required in the courses in Elementary Education, Public-School Drawing, and Public-School Music.

PSYCHOLOGY (EXPERIMENTAL)—Sophomore and Junior, four

hours, required in the courses leading to degrees (B. A., B. Ph., B. S., B. Ped.).

PAIDODOLOGY (UNCIVILIZED CHILD)—Junior, four hours, required in the courses leading to the degree of B. Ped.

PSYCHOLOGY (COMPARATIVE)—Senior, four hours, elective.

PAIDODOLOGY (PRENATALITY)—Senior, four hours, elective.

### Winter Term

PSYCHOLOGY (INTRODUCTORY)—Freshman, five hours, required in the courses in Elementary Education, Public-School Drawing, and Public-School Music.

PAIDODOLOGY (INFANCY)—Freshman, four hours, required in the Kindergarten course.

PSYCHOLOGY (EXPERIMENTAL)—Sophomore and Junior, four hours, required in the courses leading to degrees (B. A., B. Ph., B. S., B. Ped.).

PAIDODOLOGY (BOYGIRLHOOD)—Sophomore, four hours, required in the courses in Elementary Education, Public-School Drawing, and Public-School Music.

PSYCHOLOGY (SOCIAL AND INDIVIDUAL)—Senior, four hours, elective.

PAIDODOLOGY (HISTORICAL CHILD)—Junior, four hours, required in the courses leading to the degree of B. Ped.

### Spring Term

PSYCHOLOGY (INTRODUCTORY)—Freshman, five hours, required in the courses in Elementary Education, Public-School Drawing, and Public-School Music.

PAIDODOLOGY (ADOLESCENCE)—Junior, four hours, required in the course in Secondary Education, leading to the degree of B. Ped.

PSYCHOLOGY (GENETIC)—Sophomore, four hours, required in the course in Elementary Education.

PAIDODOLOGY (ABNORMAL CHILD)—Junior, four hours, required in the course in Supervision, leading to the degree of B. Ped.

PSYCHOLOGY (EXPERIMENTAL)—Sophomore and Junior, four

hours, required in the courses leading to degrees (B. A., B. Ph., B. S., B. Ped.).

PAIDOMETRY—Senior, four hours, required in the courses leading to the degree of B. Ped.

PSYCHOLOGY (ABNORMAL)—Senior, five hours, elective.

## COURSES

1. INTRODUCTORY PSYCHOLOGY—Freshman required, throughout the year, five hours. The aim of this course is to give an outline of the subject in order to acquaint the student with phenomena and laws of mental life and to train him in simple experimentation. The textbooks used will be Angell's *Psychology*, McDougall's *Physiological Psychology*, and Titchener's *Primer of Psychology*.

2. PAIDODOLOGY—Freshmen required, Winter term, four hours. In this course will be taken up Infancy, the first period of life after birth, a knowledge of which is so important as a foundation for the better understanding of the periods following. There will be studied both the physiological and the psychological life of the being at this time, including the diseases of infancy, the beginnings of language, volition, and motor ability, the rise and development of the senses, etc., and also the care and attention needed by the infant as a basis for future growth. The references will be works on the diseases of infancy together with such studies on growth and development as those of Preyer, Shinn, Moore, Major, and Oppenheim.

3. GENETIC PSYCHOLOGY—Sophomore required, Spring term, four hours. Under this course will be studied and compared the psychological development as shown by the child and the race. Among the topics to be considered will be the meaning of infancy, habits of growth and activity, physical development as related to mental development, and the interests and impulses of the child and of the race. Works relating to the mental development of the child and of the race, as, Baldwin's *Mental Development in the Child and in the Race*, Kirkpatrick's *Genetic Psychology*, Tracy's *Psychology of Childhood*, Chamberlain's *The Child and Childhood in Folk*

*Thought, King's Psychology of Child Development, and Fiske's Meaning of Infancy* will furnish the material for this course.

4. PAIDODOLOGY—Sophomore required, Fall and Winter terms, four hours. During the Fall term the period of childhood is taken up. The general characteristics of this period, growth, disease, the senses, mental and physical development, etc., are studied. In the Winter term this work is continued in a study of boygirlhood, in which attention is directed to the remarkable growth and the changes that take place and to the conditions, characteristics, etc., of this period of life. During these two terms observations and studies of children are carried on in the field and in the laboratory. Among the magazines referred to in this course are the *Pedagogical Seminary*, *Studies in Education*, and the *Paidologist*; among the books are Oppenheim's *Development of the Child*, Thorndike's *Notes on Child Study*, Chamberlain's *The Child*, Kirkpatrick's *Fundamentals of Child Study*, and Warner's *Study of Children*.

5. EXPERIMENTAL PSYCHOLOGY—Sophomore and Junior required, throughout the year, four hours. A study will be made of the subject matter of experimental psychology, together with demonstration of apparatus and methods of investigation, so as to familiarize students with this work; also the students will perform a series of experiments selected to furnish them practice in the use of apparatus, to acquaint them with the methods of experimental psychology, and to give them power to formulate results of experimentation. The texts used will be Titchener's *Text-Book of Psychology*, Sanford's *Experimental Psychology*, and Myers's *Text-Book of Experimental Psychology*, with references to other works on psychology.

6. PAIDODOLOGY—Junior required, Spring term, four hours. This term's work covers the period of Adolescence. It is intended to give a knowledge of this so important time in the life of the young, taking up the characteristics of this period, the growth and changes coming now, with the mental and moral conditions that occur. Among the magazines used are

the *Pedagogical Seminary* and the *Journal of Adolescence*, and among the books are Hall's *Adolescence* and Ellis's *Man and Woman*.

7. COMPARATIVE PSYCHOLOGY—Senior elective, Fall term, four hours. A study of the development of intelligence in animal life as going along with the development of the nervous system and as presented through behavior. The text will be Washburn's *Animal Mind*, and among the books referred to will be found Morgan's *Introduction to Comparative Psychology*, Yerkes's *Dancing Mouse*, Romanes's *Mental Evolution in Animals*, and Jennings's *Lower Organisms*.

8. PAIDODOLOGY—Junior required, four hours, throughout the year. These terms are given over to the consideration of different types of child life. During the Fall term will come work upon the Uncivilized Child, the child as found among uncivilized and semi-civilized peoples. In the Winter term will be studied the Historical Child, the child as found among nations of ancient times, in medieval Europe, and earlier United States. In the Spring term the work will be upon the Abnormal Child, embracing defective children, delinquent children, dependent children, wildings, and exceptional children. Some of the works used will be Wade's *Deaf-Blind*, Folks's *Care of Destitute, Neglected, and Delinquent Children*, Morrison's *Juvenile Offenders*, Riis's *Children of the Poor*, Ireland's *Mental Affections of Children*, The Smithsonian Reports, Bancroft's *Native Races of the Pacific States*, Kidd's *Savage Childhood*, Headland's *Chinese Boy and Girl*, Guhl and Koner's *Life of the Greeks and Romans*, Gray's *Children's Crusaders*, and Earle's *Child Life in Colonial Days*.

9. SOCIAL AND INDIVIDUAL PSYCHOLOGY—Senior elective, Winter term, four hours. This course will include a study of the individual in his own activities and as modified by groups of individuals as found in the crowd, the mob, the assembly, and other gatherings social, religious, business, studying especially the influence of suggestion, imitation, and leadership. Among the works used in this course will be Le Bon's *The Crowd*, Ross's *Social Psychology*, Baldwin's *Social and Ethical*

*Interpretations*, Partridge's *Outline of Individual Study*, and Ward's *Psychic Factors of Civilization*.

10. PAIDODOLOGY—Senior elective. Fall term, four hours. This study is that of Prenatality, which includes the time of the child before birth. This period will be studied to ascertain what are the conditions of life at this time, what effects are produced here, the necessary care to be given, the problems of heredity and environment, and other matters connected with this period of life, which are of such vital importance to the whole future life of the child. The works consulted are such as Hertwig, Minot, and Schafer, on embryology and writings on the different phases of this period.

11. ABNORMAL PSYCHOLOGY—Senior elective, Spring term, five hours. A study of mental disorders, as insanity and degeneracy, and of abnormal mental phenomena, as hallucinations, hypnoses, speech defects, etc. Clinics are held at the State Hospital for the Insane, located at this place. The students in this course in connection with those in Abnormal Paidology on Saturdays have visited The State Institution for Feeble Minded, The State School for the Blind, The State School for the Deaf, and The State Hospital for the Insane, all located at Columbus; The State Hospital for Epileptics, at Gallipolis; The State Girls' Industrial Home, at Delaware; The State Boys' Industrial School, at Lancaster; The State Hospital for the Insane, and The Athens County Children's Home, both located at Athens; and The Athens County Infirmary, at Chauncey. Such works are consulted as Störning's *Mental Pathology in Its Relation to Normal Psychology*, Janet's *Major Symptoms of Hysteria*, Church and Peterson's *Nervous and Mental Disorders*, Jastrow's *The Subconscious*, Ellis's *The World of Dreams*, and Tanner's *Studies in Spiritism*.

12. PAIDOMETRY—Senior required, Spring term, four hours. In this course it is purposed to study the growth and physical development of children, supplementing this study by laboratory work based on Hastings's *Manual for Physical Measurements of Boys and Girls*.

13. **THESIS WORK**—Senior required, throughout the year, two hours. Students who may elect to work out their theses in this department must have had sufficient work in paidology and psychology to acquaint them with various phases of paidological and psychological phenomena. Also under the rules of the University thesis work must be determined upon, and the head of the department in which the work is to be done consulted, before the opening of the Fall term, and the work is to continue throughout the year. Those desiring thesis work in this department and who are ready for it will be given such subjects as may be suited to their acquirements and tastes.

## DEPARTMENT OF MATHEMATICS

PROFESSOR MILLS.

### Arithmetic

The course in Arithmetic comprises two terms' work. Accuracy and rapidity in performing the operations in the solution of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions. The text-book used in the first term's work is Milne's "*Practical Arithmetic*," and the work in this book is completed to the subject of Partial Payments. Ray's "*Higher Arithmetic*" is the text-book for the second term's work. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. Forms of solution and methods of teaching receive special attention



### Algebra

FIRST TERM'S WORK—Wells's *Secondary Algebra*.

SECOND TERM'S WORK—Wells's *Secondary Algebra*. The one part of this term's work especially emphasized is the chapter on Factoring and its applications.

THIRD TERM'S WORK—Fisher and Schwatt's *Higher Algebra* is completed to Harmonical Progression. As in Arithmetic, forms of solution and methods of teaching are prominent features of the work.

### Plane Geometry

This subject is regular in the Spring term. Lyman's *Plane Geometry* is the text-book used. In this work students are encouraged to form the habit of original investigation. Terse-ness and technical accuracy of statement are constant requirements, and much emphasis is given to the application of the principles of Geometry to Arithmetic.

### Descriptive Astronomy

One term's work is devoted to this subject. A text-book is used, but the topical method of recitation is followed, and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principal stars and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

### Note

For the courses in Solid Geometry, Advanced Algebra, Trigonometry and Surveying, and electives in Mathematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic and Beginning Algebra are offered each term.

### PUBLIC-SCHOOL DRAWING

MISS BRISON.

Drawing and Elementary Manual Training have obtained their present place in public school courses because our most

noted educators believe in their educational value. This work is taught primarily not to make artists and artisans but as a means of improving the public taste and the general culture. Learning the appreciation of the good things in nature and art from an æsthetic point of view is a pleasure to the student and often results in practical value. Training along these lines helps the individual to choose and create for himself, and thus greatly helps to bring about individuality of thought and expression. The manual arts should be taught for the sake of the individual student; and his needs should form the basis of the course of study. Therefore these subjects should train the powers of observation, bring one into closer touch with nature and various products of human activity, and help one to think and express himself clearly. Hence they serve to help to adapt one to his environment.

In the following courses the work and exercises will be given with this in view; that the student may not only learn how to do the work himself, but how it should be taught to children.

In drawing, pencil, charcoal, and colored crayons are used. It is thought best to have the student familiarize himself with all of these mediums, as their use varies in the different public schools.

## REQUIRED WORK IN SCHOOL DRAWING

### Preparatory Drawing

FIRST TERM—Object drawing is given with particular attention to outline, placing on the paper and general composition. Also some elementary designing is taught.

SECOND TERM—Mechanical drawing and theory of color.

THIRD TERM—Object drawing in charcoal.

NOTE—Students showing a certain ability are excused from third term preparatory drawing and are allowed to take collegiate drawing.

### Collegiate Drawing—Freshman

**FIRST TERM**—Elementary applied design, object drawing, and perspective.

**SECOND TERM**—Still life work in charcoal and water colors. Sketching from the pose.

**THIRD TERM**—Theory of school drawing and mechanical drawing. Type problems for public schools will be worked out and provision made for observation in the Training School.

**ELEMENTARY MANUAL TRAINING**—A course in cardboard construction, knife work, clay modeling, Venetian iron, and iron, and raphia and reed work, planned for primary and intermediate grades, but suggestive for a course for higher grades, is given in the Winter term.

### COURSES FOR DRAWING TEACHERS AND SUPERVISORS

Courses leading to a certificate in School Drawing are offered for those who wish to teach that subject. These students will be expected to take work in free-hand and mechanical drawing in the departments of art and civil engineering respectively, besides the courses in Drawing and Elementary Manual Training in the Normal College. In most cases the drawing teacher arranges his courses in correlation with the work of the different schools in which he is teaching, therefore he has to be an originator of courses as well as teacher. Hence it has been found necessary to require the student to take certain educational subjects or have a somewhat liberal education in addition to his work in drawing. Unusual advantages are offered to the students in that they are enabled to study with the different University instructors, giving a standing to their work not possible in a Normal School not connected with a university.

**DESIGN**—This course includes three terms of work. It deals with applied design and aims at underlying principles. De-

signs for woodwork, book covers, stencils, metal work, etc., are made.

**COMPOSITION AND METHODS**—Three terms. High-school, elementary, and grammar grade problems will be discussed. Stories and poems will be illustrated. Landscape, figure, and flower composition will be attempted. There will also be sketching from the model and blackboard work.

**FREE-HAND DRAWING**—See courses in Drawing and Painting in the College of Liberal Arts.

**MECHANICAL DRAWING**—See courses in Civil Engineering in the College of Liberal Arts.

Students taking the Normal College courses leading to a degree may take the drawing course as elective, obtaining a certificate in school drawing as well as a degree at the end of the four-year course.

**DIPLOMA COURSES**—Courses for supervisors and teachers in public-school drawing are outlined in detail in the statement of the various courses in the Normal College, on another page.

## **PUBLIC-SCHOOL MUSIC**

**MISS SWEET.**

The study of music in the public schools is no longer an experiment in the most progressive parts of our country. Its value as a mental discipline is thoroughly recognized by all the leading educators. It not only furnishes material for mental culture, but it is a source of inspiration in the performance of all other school duties. It is a great cultivator of gentleness among pupils, and no school where music study is well directed will be disorderly, for music is order itself. One great need of our schools is thoroughly qualified teachers to direct the work in a manner that will make music a helpful force in the school room. Many schools in Ohio are without instructors in music because there are few teachers who are prepared for this work. It is hoped that many who are musically inclined and are otherwise fitted for teaching the subject will become interested in this worthy branch of instruction.

Students taking the regular Normal College Course are re-

quired to take two terms of Public School Music, first term consisting of Theory and Sight-Reading, 2; second term, Advanced Theory and Sight-Reading, 2. Any student who desires further instruction may enter the Teachers' Method Class. This term in methods is very valuable to teachers, and all are urged to take it.

A Special Music Teachers' Course has been added to the Normal College for the training of students to become teachers and supervisors of Public School Music.

Sufficient time to earn this Special Certificate is given, and admission is based upon graduation from a high school of the first grade or equivalent scholarship. Students entering without equivalent scholarship may take work in the Preparatory School.

For those without any knowledge of music two years will be necessary to complete the course, but those who have some knowledge of piano and voice may be able to complete the course in one year.

As soon as students are prepared they may begin teaching in the Training School, and as they acquire experience in teaching music in all the grades under supervision, they become experienced teachers in Public School music upon finishing the course.

For a detailed statement of this two-year course for Supervisors of Public School Music, see the Course of Study on following pages.

## ENGLISH

PROFESSOR WILSON.

PROFESSOR COULTRAP.

This Department aims to familiarize the student with representative masterpieces of English Literature and with its history, and to discuss the methods of teaching the subject. Written and oral expression on the part of the student is emphasized in all the work. The student is required to use the

Library in the preparation of no small part of his work, that he may come in touch with books and develop the reading spirit.

The courses in Grammar take up the art and science phases of the subject, treat of the technical difficulties of construction, and deal with the methods of teaching Grammar.

Two courses in the Literature for the Grades are offered. One of these will present the literary material suitable for the primary grades; the other for the grammar grades. One term's work in this subject is required in each of the shorter Normal College courses. The student may select whichever course he may prefer. Both courses will be given only in the Spring term, and will meet three times each week.

The following courses are given in the Normal College:

#### **Course in Elementary Education for Graduates of Common Schools**

##### **FIRST YEAR.**

Fall term, Grammar, 5; Winter term, American Literature, 5; Spring term, American Literature, 5.

##### **SECOND YEAR.**

Fall term, Rhetoric and Composition, 5; Winter term, Orthography and Phonics, 3.

##### **THIRD YEAR.**

Fall term, British Literature, 5; Winter term, British Literature, 5; Spring term, Advanced Grammar, 3; Advanced Rhetoric, 5.

##### **FOURTH YEAR.**

The same course as required for high school graduates; see the course below.

#### **Course in Elementary Education for Graduates of High Schools**

##### **FIRST YEAR.**

Fall term, English Poetry, 3; Winter term, American Poetry, 3; Advanced Grammar, 3; Spring term, Literature for the Primary Grades, 3; Literature for the Grammar Grades, 3; Advanced Grammar, 3.

## Course in Secondary Education for Graduates of High Schools

### FRESHMAN YEAR.

Fall term, English Poetry, 3.

### SOPHOMORE YEAR.

Winter term, American Poetry, 3.

### WINTER YEAR.

Fall term, Literary Criticism, 2.

## Course in Supervision for Principals and Superintendents

In this Course, the requirements in this Department are the same as those given in the Course of Secondary Education for Graduates of High Schools.

## ELEMENTARY SCIENCE

PROFESSOR W. F. COPELAND.

For the present year the work in this Department embraces four courses extending through the year: (1) First Year Botany, (2) Nature Study, (3) Agriculture and School Gardens, (4) Second Year Botany. With the exception of the Winter term's work in course (3), all courses are conducted on the laboratory and recitation plan.

\* These studies are to be considered largely from the standpoint of the teacher and the pre-agricultural student. As the name of the Department implies, the work in Elementary Science is not to be technical but rather an attempt to acquaint the student with some of the fundamental facts and laws relative to the natural sciences. Where the courses relate more especially to teachers, some time will be given to planning simple apparatus to show how to demonstrate many important principles at a very slight expense.

1. FIRST YEAR BOTANY—On account of the nature of the course, it is necessary to begin in the Winter and end in the Fall term. The Winter and Spring terms are preparatory and are required in all courses. The text used during these terms

is "*Principles of Botany*" by Bergen and Davis. In brief, the object in the first two terms is to acquaint the student with a study of plants in different phases. Not detailed studies, but an introduction to such studies as morphology, plant physiology, taxonomy, and distribution of plants. The third or Fall term of the first year's work will be Plant Morphology. This study will be made both in the laboratory and in the field, and will be mostly confined to comparative morphology of the non-flowering plants. The first two terms will be necessary for admission to this class. The first and second terms are five-hour courses, and the third term is collegiate three-hour course.

2. NATURE STUDY—Nature Study is now offered four terms in the year, and is conducted as an out-door study of living forms, but texts are used as aids. In the Fall term, "*Nature Study and Life*," by Hodge; in the Winter term, "*Nature Study*," by Frederick Holtz. In the Summer term, "*Practical Nature Study*," by Coulter and Patterson. The work in the Winter term considers simple exercises in Chemistry and Physics as Nature-Study material. Excepting in the Winter term the School Garden will be an important feature in the year's work. Throughout the year this course will consist of two recitations and two laboratory or field exercises per week. The particular topics studied will depend largely on local and seasonal conditions.

3. AGRICULTURE AND SCHOOL GARDENS—This is a three-hour course, and continues throughout the year. In this year's work the needs of two types of students will be kept in mind: the prospective teacher and the agricultural student. In the Fall and Spring terms, problems relating to Agriculture will be considered from a practical standpoint. An attempt will be made to show how subjects of most interest in this course can be demonstrated in the field, in a garden plot, or in the school room, and in any community. The work in the Winter term is of a theoretical nature, and open only to students having had zoology and preparatory botany. The work will be a study in Evolution or Heredity. Problems discussed will be largely those of interest to the plant and animal breeder. As



the course stands at present, the two subjects are given alternately and the course in Evolution comes in the Winter term, 1911. The Fall and Spring terms are required in the Course in Supervision.

4. SECOND YEAR BOTANY—The Botany offered during the second year will be a two-hour course, beginning in the Fall term. The year's work will be divided among the subjects of Plant Ecology, Plant Physiology, and Plant Histology. The exact order will depend upon conditions, but will likely follow the order named. The required Botany will be necessary for admission to this course.

## AMERICAN HISTORY AND GOVERNMENT

PROFESSOR THOMAS N. HOOVER

It is the aim in the History Courses to trace the growth of the nation, and to describe the way in which the people have met and solved the problems from time to time confronting them. The courses in government deal with the actual working out of the systems of government in the United States and in England. The following courses are offered:

### Preparatory United States History—Required

*First Year: Fall Term*—HISTORY OF THE UNITED STATES, five hours per week.

*Winter Term*—HISTORY OF THE UNITED STATES, five hours per week.

*Spring Term*—CIVIL GOVERNMENT, five hours per week.

In the above courses in United States History, A. C. McLaughlin's *History of the American Nation* is the text.

In the Civics course, J. A. James and A. H. Sanford's *Government in State and Nation* is the text.

### Collegiate History—Freshmen

*Fall Term*—UNITED STATES HISTORY, Colonial Period, four hours.

*Winter Term*—UNITED STATES HISTORY, 1789-1860, four hours.

*Spring Term*—UNITED STATES HISTORY, 1860-1911, four hours.

This course offers an opportunity to the student to do investigation, to handle material, and to become familiar with the writings on American History. References are given for weekly readings, and fifteen minute papers on the reading and work of the week are required. Each student is required to write one special report each term on some subject assigned.

### Collegiate Electives

#### Fall Term

CONSTITUTIONAL HISTORY, three hours.

The origin, formation, and ratification of the Federal Constitution are studied from the sources.

AMERICAN DIPLOMACY, three hours.

This course offers a study of the international relations of America, from the discoveries of Columbus to the present time, showing how America, step by step, has become a world power. A. B. Hart's *Manual of American History, Diplomacy and Government* will be used as a guide.

CONSTITUTIONAL HISTORY AND AMERICAN DIPLOMACY are offered in alternate years.

#### Winter Term

CONSTITUTIONAL LAW IN THE UNITED STATES, three hours.

E. McClain's *Constitutional Law in the United States* will be the text. The decisions of the Supreme Court will be used each day.

MUNICIPAL GOVERNMENT, three hours.

This is a practical study of city government in America. F. J. Goodnow's *City Government in the United States* will be the text.

The two courses above are offered in alternate years.

## Spring Term

HISTORY OF POLITICAL PARTIES IN THE UNITED STATES, three hours.

J. A. Woodburn's *Political Parties and Party Problems* will be used as a text.

MODERN ENGLISH GOVERNMENT, three hours.

The actual working of the English system of Government will be carefully studied. A. Lawrence Lowell's *Government of England* will be constantly used in the course.

The two courses above are offered in alternate years.

## TRAINING SCHOOL

MISS WAITE, *Principal*.

The very center of a normal school is its Training School. A theory of teaching must stand the test of actual practice under normal conditions. Ever since the State Normal College at Athens was opened it has maintained a Training School. This Training School consists of a well-graded and closely-articulated schools of the primary and grammar grades. Each school or grade consists of about forty children, and is a real school in every sense. The Normal College has, under its own roof and its own control, the pupils from about one-third of the city of Athens—the portion of the city in which the University is located. These, then, are all real schools, not small schools of selected children, but schools in which real conditions exist. Collectively, these schools constitute our Training School. During the first year of the student's training the Training School is used as an observation or Model School. During the first year the student or pupil-teacher takes lessons in observing the work done and in reporting on what he sees. During the second year, after the student has taken a thorough course in Methods, Psychology, Observation, and Principles of Education, he is required to teach in these schools, the work being adapted to his tastes or to the grades in which he wishes to specialize. The Training School is now to him a Practice

School. This teaching is done under the guidance and supervision of the Critic Teachers and the Training Supervisor.

Not less than 115 hours' teaching in the Training School is required. However, the students so appreciate this opportunity that most of them now teach 180 hours, and many teach 240 hours, or four full terms, making teaching a College elective, or substituting teaching for some other work.

### THE KINDERGARTEN SCHOOL OF THE STATE NORMAL COLLEGE OF OHIO UNIVERSITY

Miss McLEOD, *Principal*.

This school offers a training to young women who desire to prepare themselves for professional work as kindergartners.

It gives opportunities also for those who do not intend to become teachers, but desire this course as a means of general culture or as an aid in following other lines of work.

The Kindergarten is recognized now as a part of the educational system of Ohio. Every year new kindergartens are opened, which creates a corresponding demand for thoroughly trained kindergartners. The Kindergarten training is also an avenue to other lines of work. There is a demand for trained kindergartners as settlement workers, probation officers of juvenile courts, matrons of children's institutions, and librarians in children's departments of libraries.

The Kindergarten School of the State Normal College of Ohio University offers exceptional advantages to students because of its being an integral part of the University, so that in addition to the training in Kindergarten education, students receive instruction in other departments of the institution. As a part of the regular work in the Kindergarten School, a kindergarten is conducted where students may observe and obtain practical experience in all branches connected with such work.

The course offered is two years in length, and leads to the diploma in Kindergarten Education. This course is given in detail by terms on another page.

**REQUIREMENTS FOR ADMISSION**—Graduation from a first-class High School or equivalent scholarship.

**MUSICAL TRAINING**—Some ability to sing and to play on the piano is essential. Where such training is lacking, additional work in music is required.

**FEES**—A nominal fee is charged each term to cover the cost of materials used in the occupation work.

## DEPARTMENT OF RURAL TRAINING

PROFESSOR RICHESON, *Supervisor.*

The work in this department is designed to meet the needs of the rural teacher.

A course in Rural School Methods and Observation is given, in which are discussed the proper attitude of the teacher towards the profession, the proper training for teachers, the relation that the school and the home bear to each other, the means of securing the best results in the school-room, the correlation of subjects, the proper combination of classes, the methods and need of supervision, the consolidation of weak schools, and the best methods of instruction to be employed in the rural schools.

A class in the Methods and Observation of Rural Schools will be organized about the middle of the Spring term to accommodate those coming in after the close of their schools.

Following the subject of methods as shown above will be given a course in Rural School Course of Study in which a number of practical courses of study will be studied, together with a study of the Report of the Committee of Twelve.

It will be the aim of this class to develop for itself a practical course of study, designed especially for use in the rural schools.

This department has in operation a first-class model rural school in which the work as taught in the class-room, is exemplified in actual school work. This model school is so located that it can be reached by those taking this course in a very few minutes.

### Work by Terms.

**Fall Term**—METHODS AND OBSERVATION IN RURAL SCHOOLS, recitations five times per week, collegiate.

*Winter Term*—RURAL SCHOOL COURSE OF STUDY, recitations, three times per week, collegiate.

*Spring Term*—METHODS AND OBSERVATION IN RURAL SCHOOLS, recitations, five times per week, collegiate.

## DEPARTMENT OF GEOGRAPHY

The work in the Advanced Geography course will be research work entirely. It will be the aim of this course to develop the subject in a logical manner, taking up such parts of Physical Geography as are essential to the study of Political and Commercial Geography, after which the topical method of developing these phases of the subject will be pursued. This work will also be devoted, in part, to the study of methods.

In Physical Geography, no effort will be made to encourage the memorizing of the work, but no pains will be spared to develop the thought. In this course, besides the work of the regular text, there will be required research work, field trips, laboratory exercises, and drawings.

The Political Geography will be especially designed to meet the needs of those expecting to take the teachers' examinations. This work will be comprehensive, thorough, and of permanent value. More attention will be given to geographical and industrial development than to locative geography, although this phase of the subject will not be neglected.

A class in Political Geography will be organized about the middle of the Spring term to accommodate teachers coming in after the close of their schools.

### Work by Terms

*Fall Term*—PHYSICAL GEOGRAPHY, recitations, five times per week, preparatory.

*Winter Term*—ADVANCED GEOGRAPHY, recitations, three times per week, collegiate, required.

POLITICAL GEOGRAPHY, recitations, five times per week, preparatory.

*Spring Term*—ADVANCED GEOGRAPHY, recitations, three times per week, collegiate, required.

POLITICAL GEOGRAPHY, recitations, five times per week, preparatory.

### RURAL TRAINING DEPARTMENT

The Rural Training Department, although just organized, has been a success from the very beginning. The conditions met with in any rural school are to be found in this school. The building in which this work is being done is situated about one-half mile from the college, and a paved street runs the entire distance. This building was remodeled and equipped at a great expense to the University, and it is the determination of all connected with it, that it shall do for the rural teachers what the training department of the Normal College is doing for the village and city teachers of the state.

In this building there are adjustable seats and desks, cloak rooms, pictures, an improved system of heating by which the rooms are both heated and ventilated at the same time, maps, globes, material for busy work, but above all, two wide-awake, energetic, up-to-date teachers.

This school comes under the personal supervision of the head of this department, who visits it each day.

### COURSE FOR TEACHERS OF RURAL SCHOOLS

Many teachers of rural schools have never enjoyed the advantages of a full course in a good high school. It is the aim of the State Normal College to meet the immediate needs of such teachers, and thus carry out the command of the state legislature in providing that this institution shall maintain courses of instruction for teachers in *all* grades of the public service.

At least a Boxwell-Patterson diploma or equivalent, or a teacher's certificate, will be required for admission to the work of this course. A holder of a Boxwell-Patterson diploma should be able to complete this course in two years. A holder of a teacher's certificate might complete it in one year. No diploma or certificate will be granted to those who complete

the course, but the credit slips of the Normal College and University will show the standing of the holder. All subjects in this course, also required in one or more other courses in the Preparatory or Collegiate Departments, will be given full credit in those departments.

The object of this course is two-fold—to afford teachers of rural schools and those preparing to teach in them a better preparation for their work than they can obtain in a high school, and to broaden their vision of education and of the work of the teacher so that they may become ambitious to take a regular professional course leading to a diploma from the State Normal College.

Every teacher ought to be ambitious to advance the grade of his or her certificate. One aim in this course is to make it possible for a holder of a one-year certificate to obtain one of higher grade in the State Uniform Examinations. Certificates for five and eight years are professional certificates, and are valid in any county in Ohio, without examination or endorsement. It should be the aim of every teacher to advance at least to a five-year grade, and such an attainment is easily possible for every ambitious teacher.

The Dean of the State Normal College will assign each student to such studies as seem best calculated to promote his interests and secure his safe advancement. The student may find it impossible to spend more than a term or two in college, and in such a case he may be permitted to choose his own studies, subject to the approval of the Dean, who is anxious to correspond with all prospective students who may be interested in this or any other course in the State Normal College.

The Rural Training School will furnish ample opportunity for the study of the best methods of teaching and management, and students in this department will be required to take observation and practice in this training school.



**COURSES OF STUDY**  
OF THE  
**STATE NORMAL COLLEGE**  
OF  
**OHIO UNIVERSITY**

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**COURSES LEADING TO A DIPLOMA**

The "Course for Teachers of Rural Schools" for graduates of common schools is designed to meet the needs of the following classes: (1) Those who have passed the Patterson Examination and are graduates of the Common Schools; (2) those who can satisfy the Faculty of qualifications equivalent to Patterson graduation, although they do not hold a diploma from the County Examiners; (3) teachers and prospective teachers who hold county or city certificates, such students being excused from all the work of the first year of the course except American Literature, Rhetoric, School Drawing, School Music, and Physical Geography, these subjects to be taken during the second and third years in addition to the studies scheduled unless the student presents evidence to warrant his being excused by the Faculty; (4) graduates of high schools of Second and Third Grades, who would be excused from such studies as they have satisfactorily completed, and who in most instances would be able to begin the course in the third and second years respectively.

Students wishing to take a foreign language will be permitted to substitute such for studies in this course under the regulations governing substitutions.

In this connection, it should be stated that courses in the Common Branches, Beginning Latin, Algebra, Rhetoric, and

a few other preparatory studies are given *each term*, although such a schedule is not shown by the tabulated courses below. This is done to accommodate students who do not enter at the beginning of the year. The Common Branches are presented from the pedagogical point of view, and constitute an important part of the professional training of those preparing to teach, as the work is directly associated with the Department of Methods and the practice Work in the Model School.

Graduates of high schools of the First Grade, from a Classical, Scientific, or English course, will be admitted with first-year rank to the two-year course for high-school graduates, or to the Freshman class of either of the four-year courses.

Students who have not graduated from a four-year high-school course may take such preparatory work as assigned them by the Dean until they have completed 15 units of preparatory work.

The requirements for admission to the two-year courses in Drawing, Music, and Kindergarten are the same as for admission to the two-year course in Elementary Education, or to any of the four-year courses—15 units of credit from a high school, or equivalent scholarship.

Grades and certificates from reputable institutions will be accepted and placed to the credit of the candidate for admission to the State Normal College.

A total minimum of 120 hours of teaching in the Training School of the State Normal College is required, but teachers of much experience and marked ability may not be held to the full time.

Those who complete the course in "Elementary Education" will be granted a Diploma. All the hours of college work completed in these courses will be credited on the course in "Secondary Education" or course in "Supervision," which courses lead to the degree of Bachelor of Pedagogy, or as elective credits on any course in the University.

The plain figures denote the number of hours of work and credit to be given to the subject.

Students and prospective students are requested to read the

provisions of the Hawkins Certification law as explained on preceding pages. It will there be noted that any diploma from the State Normal College will lead to a State Life Certificate in Ohio, and such diplomas are also recognized in many other states.

## **COURSE FOR ELEMENTARY TEACHERS**

(For Graduates of High Schools.)

### **First Year**

FALL TERM (15 weeks)—English Poetry, 3; U. S. History, 4; School Hygiene, 3; Psychology, 5; School Music, 2; School Drawing, 1.

WINTER TERM (11 weeks)—American Poetry, 3; U. S. History, 4; Advanced Grammar, 3; Advanced Arithmetic, 5; Principles of Education, 3; School Music, 2.

SPRING TERM (12 weeks)—Literature for the Grades, 3; Physiography, 3; Principles of Education, 3; Observation in Primary Grades, 5, or Observation in Grammar Grades, 5, or Observation in Rural Schools, 5; School Management and School Law, 3; School Drawing, 1.

### **Second Year**

FALL TERM—Paidology, 4; Elementary Course of Study, 3; Grammar-Grade Methods, 4; or Primary Methods, 4; Nature Study, 4; Teaching; One Review, 5.

WINTER TERM—Sociology, 3; Zoology, 2; Paidology, 4; Elementary Manual Training, 4; Teaching or Nature Study, 4; One Review, 5.

SPRING TERM—Zoology, 4; Psychology, 3; History of Elementary Education, 4; Nature Study, 4; Teaching; One Review, 5.

## **COURSES LEADING TO THE DEGREE OF BACHELOR OF PEDAGOGY**

The courses in "Secondary Education" and in "Supervision" require 2,500 hours of class-room work for their completion.

The required work is designated below and the student is expected to select the remaining hours from the electives offered in the various departments of the University. Students, by making judicious choice of electives—preferably after consultation with the college instructors most concerned—can easily emphasize scholarship in certain departments of study. For instance, the courses leading to a degree, require two years of study given to a foreign language. The study of such language for an additional year, or for an additional two years, may be elected by students in other terms of the course pursued. In this manner, for further example, students may complete a required course and receive therein much more than the required amount of either Latin, Greek, German, French, or Spanish, and thus graduate with such proficiency in the language studied as to be well prepared to fill the position of special teacher of that particular language. The same course can be pursued with reference to other subjects of study scheduled in any department or college of the University.

The fulfillment of regular college requirements for entrance to a course leading to a bachelor's degree will admit to the "Course in Secondary Education," but entrance to the "Course in Supervision" requires in addition at least two years of experience in teaching. Those who complete either of these courses will be granted a diploma with the degree of Bachelor of Pedagogy.

Two Bachelor's Degrees may be earned in four years if the student will choose as his *electives* for a four-year Normal-College course only the *required* subjects of a four-year course in the College of Liberal Arts.

A total minimum of 115 hours of teaching is required, but principals and superintendents of experience who in less time are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time.

Credit will be given on these Courses of Study for equivalent work completed in other reputable institutions.

**COURSE FOR HIGH-SCHOOL TEACHERS**

(For Graduates of High Schools.)

**REQUIRED SUBJECTS****Freshman Year**

FALL TERM—A Foreign Language, 4; Algebra, 4; English Poetry, 3; U. S. History, 4; School Drawing, 1.

WINTER TERM—A Foreign Language, 4; Plane Trigonometry, 4; Invertebrate Zoology, 2; U. S. History, 4; School Drawing, 1.

SPRING TERM—A Foreign Language, 4; Invertebrate Zoology, 4; School Drawing, 1.

**Sophomore Year**

FALL TERM—Ethics, 3; School Hygiene, 3.

WINTER TERM—Psychology, 4; Sociology, 3; American Poetry, 3.

SPRING TERM—Psychology, 3.

**Junior Year**

FALL TERM—Philosophy, 3; Paidology, 4; Science of Education, 3.

WINTER TERM—Paidology, 4; Science of Education, 3.

SPRING TERM—Paidology, 4; High School Methods, 3.

**Senior Year**

FALL TERM—School Administration and School Law, 3; History of Education, 3; Literary Criticism, 2; Teaching.

WINTER TERM—Secondary Course of Study, 3; History of Education, 3; Thesis, 5; Teaching.

SPRING TERM—Paidometry, 3; History of Education, 3; Teaching.

NOTE—The required subjects above scheduled amount to 1,527 recitation hours. The student must elect the remainder of the 2,500 hours required for graduation. At the beginning of the Sophomore year each student in the course must elect to take a special line of work—a Foreign Language, English,

Mathematics, History, or Science—and before graduating from the course he shall have completed not less than 342 hours credit in the special line elected, including any number of hours that may have been given to the subject in the Freshman Year. The student shall report such election for the special study to the Dean of the Normal College for his approval, not later than the Fall Term, Sophomore Year.

### **COURSE FOR SUPERINTENDENTS AND PRINCIPALS REQUIRED SUBJECTS**

#### **Freshman Year**

FALL TERM—A Foreign Language, 4; Algebra, 4; English Poetry, 3; Political Economy, 2; School Drawing, 1.

WINTER TERM—A Foreign Language, 4; Plane Trigonometry, 4; Political Economy, 2; Invertebrate Zoology, 2; School Drawing, 1.

SPRING TERM—A Foreign Language, 4; Invertebrate Zoology, 4; Nature Study, 4; School Drawing, 1.

#### **Sophomore Year**

FALL TERM—A Foreign Language, 4; Ethics, 3; Elementary Agriculture, 3; School Hygiene, 3.

WINTER TERM—A Foreign Language, 4; Psychology, 4; Sociology, 3; American Poetry, 3.

SPRING TERM—A Foreign Language, 4; Psychology, 3; Elementary, Agriculture, 3.

#### **Junior Year**

FALL TERM—Philosophy, 3; Paidology, 3; Science of Education, 3; School Administration and School Law, 3.

WINTER TERM—Paidology, 3; Science of Education, 3; Methods, 3.

SPRING TERM—Paidology, 3; High School Methods, 3.

#### **Senior Year**

FALL TERM—Elementary Course of Study, 3; School Systems, 3; History of Education, 3; Literary Criticism, 2; Teaching.

**WINTER TERM**—Secondary Course of Study, 3; History of Education, 3; School Systems, 3; Thesis, 5; Teaching.

**SPRING TERM**—Supervision and Criticism, 3; Paidometry, 3; History of Education, 3; Teaching.

**NOTE**—The student may elect any collegiate subjects he pleases in order to make up the full requirement of 2,500 hours. These subjects may all be elected from the College of Liberal Arts, and when all the required subjects in the A. B., B. S., or B. Ph. course have been completed, that degree as well as the B. Ped. degree will be granted, though both degrees are not granted at the same commencement.

### ONE-YEAR COURSE

(For College Graduates)

Those who complete this Course of Study will be granted a diploma with the degree of Bachelor of Pedagogy.

Students shall elect the grade of practice teaching desired, under the direction of the Dean of the Normal College. One hundred and fifteen hours of teaching are required, but those who are able to demonstrate their ability to teach in accordance with scientific principles may not be held to the full time, but such of this time as is not devoted to teaching must be filled with some of the other work given below.

Residence work will be required.

Students will select not less than seventeen hours a week from the following:

**FALL TERM**—School Administration and School Law, 3; Elementary Course of Study, 3; History of Education, 4; Paidology, 4; Principles of Education, 3; Grammar-Grade Methods, 3; School Systems, 4; Science of Education, 3; Thesis, 2; Teaching.

**WINTER TERM**—Secondary Course of Study, 3; History of Education, 4; Paidology, 4; Principles of Education, 3; Grammar Grade Methods, 3; High-School Methods, 3; Modern School Systems, 3; Science of Education, 3; Thesis, 2; Teaching.

**SPRING TERM**—Supervision and Criticism, 3; History of Elementary Education, 3; Paidology, 4; High-School Methods, 3; Paidometry, 4; School Systems, 3; Thesis, 1; Teaching.

**GENERAL NOTE**—Persons who do not desire to pursue any of the regular courses above outlined may select such studies as they deem best suited to their needs, provided they are qualified by reason of previous preparation to pursue them. To graduate from this course with the degree of B. Ped., the student must have to his credit not less than 625 hours of educational subjects.

Persons who are high school graduates, but not college graduates, and have but one year to give to preparation for teaching, are urged to take the studies scheduled in the first year of the "Two-Year Course."

## **DIPLOMA COURSE FOR DRAWING TEACHERS**

### **First Year**

**FALL TERM**—Psychology, 5; School Drawing, 4; Mechanical Drawing, 2; Free-hand Drawing, 6.

**WINTER TERM**—Psychology, 5; Mechanical Drawing, 2; Principles of Education, 3; Free-hand Drawing, 4; Elementary Manual Training, 4 .

**SPRING TERM**—School Management and School Law, 3; Principles of Education, 3; School Drawing, 2; Mechanical Drawing, 2; Elementary Manual Training, 2; Observation, 5.

### **Second Year**

**FALL TERM**—Composition and Methods, 5; Designing, 2; Elementary Course of Study, 3; Free-hand Drawing, 2; Teaching, 5.

**WINTER TERM**—Composition and Methods, 5; Designing, 2; Paidology, 4; Teaching, 5.

**SPRING TERM**—Composition and Methods, 5; Designing, 2; History of Elementary Education, 4; Free-hand Drawing, 2; Teaching.

Arrangements may be made by which a student can obtain



a diploma in Elementary Education and also a diploma in School Drawing in three years.

## **DIPLOMA COURSE FOR DRAWING SUPERVISORS**

### **First Year**

FALL TERM—Free-hand Drawing, 4; Psychology, 5; School Drawing, 4.

WINTER TERM—Elementary Manual Training, 4; Free-hand Drawing, 4.

SPRING TERM—School Drawing, 2; Free-hand Drawing, 4; Elementary Manual Training, 2; School Management and School Law, 3.

### **Second Year**

FALL TERM—Designing, 2; Mechanical Drawing, 2; Elementary Course of Study, 3; Observation, 5.

WINTER TERM—Designing, 2; Mechanical Drawing, 2; Psychology, 4; Free-hand Drawing, 4; Teaching.

SPRING TERM—Designing, 2; Mechanical Drawing, 2; Psychology, 4; Teaching, 5.

### **Third Year**

FALL TERM—Composition and Methods, 5; Science of Education, 3; Teaching, 5; Secondary Observation.

WINTER TERM—Composition and Methods, 5; Science of Education, 3; History of Education, 3; Teaching.

SPRING TERM—Composition and Methods, 5; History of Education, 3; Teaching.

NOTE—This course requires 1,875 hours of credit, the remainder of which are elective.

## **DIPLOMA COURSE IN PUBLIC-SCHOOL MUSIC**

### **First Year**

FALL TERM—Voice, 2; Piano, 2; Psychology, 5; First Theory, 2; First Harmony, 2; Music Methods, 3; Observation, 2.

WINTER TERM—Voice, 2; Piano, 2; Psychology, 5; Second

Harmony, 2; Second Theory, 2; Music Methods, 3; Observation, 3.

SPRING TERM—Voice, 2; Piano, 3; Psychology, 5; Third Harmony, 2; Music Methods, 2; School Management and School Law, 3.

### Second Year

FALL TERM—Voice, 2; Piano, 2; Paidology, 4; Fourth Harmony, 2; Music Methods, 3; Teaching, 3.

WINTER TERM—Voice, 2; Piano, 2; Paidology, 4; Music Methods, 3; Principles of Education, 3; Teaching, 3.

SPRING TERM—Voice, 2; Piano, 2; Music Methods, 3; Principles of Education, 3; Teaching, 3; Elementary Course of Study, 3.

## DIPLOMA COURSE IN KINDERGARTEN EDUCATION

### First Year

FALL TERM—Kindergarten Theory and Activities, 4; Nature Study, 4; Psychology, 5; English Poetry, 3; Observation or Practice, 3.

WINTER TERM—Kindergarten Theory and Activities, 5; Nature Study, 4; Paidology, 4; Principles of Education, 3; Observation or Practice, 3.

SPRING TERM—Kindergarten Theory and Activities, 5; Nature Study, 4; Hygiene, 3; Observation and Practice, 4; School Management and School Law, 3.

### Second Year

FALL TERM—Kindergarten Theory and Activities, 5; School Music, 2; Paidology, 4; School Drawing, 1; Elective, 3; Practice, 5.

WINTER TERM—Kindergarten Theory and Activities, 5; School Music, 2; School Drawing, 1; Sociology, 3; Handwork, 4; Practice, 5.

SPRING TERM—Kindergarten Theory and Activities, 3; School Drawing, 1; History of Education, 4; Primary Methods, 2; Practice, 9.

## EXPLANATIONS

**KINDERGARTEN THEORY AND ACTIVITIES**—Under the head of Kindergarten Theory and Activities are included all those courses which pertain especially to Kindergarten education, such as the following:

**FROEBEL'S "MOTHER PLAY"**—A study of this work with reference to other writings of Froebel. Educational laws and life-truths are presented and insight gained into child life.

**PROGRAM CONSTRUCTION**—A study and discussion of the different divisions of Kindergarten work with the planning of programs for definite periods.

**STORIES**—A study of typical stories and of the principles governing their selection with practice in story telling.

**GIFTS AND OCCUPATIONS**—Theory and practice in the use of the Kindergarten play material, known as the gifts, and the Kindergarten occupations, or hand-work.

**RHYTHM, SONGS, AND GAMES**—A study of these with the principles underlying them.

**OBSERVATION AND PRACTICE TEACHING**—In the Kindergarten and also observation in the Primary School, both under supervision.

## RURAL-SCHOOL COURSE FOR TEACHERS

### First Year

**FALL TERM (15 weeks)**—U. S. History, 5; Composition and Rhetoric, 5; Arithmetic, 5; Physiology, 5, or Physical Geography, 5.

**WINTER TERM (11 weeks)**—U. S. History completed, 5; Political Geography, 5; American Literature, 5; Rhetoric, 5, or Orthography and Phonics, 3.

**SPRING TERM (12 weeks)**—Civil Government, 5; American Literature, 5; Theory and Practice, 5; Grammar, 5, or Public School Drawing, 2.

**Second Year**

FALL TERM—Advanced Arithmetic, 5; Psychology, 5; Observation and Methods in Rural Schools, 5; English Literature, 5, or General History, 5, or Physics, 5, or Algebra, 5.

WINTER TERM—Nature Study, 4; Advanced Geography, 4; English Literature, 5; the Rural-School Course of Study, 3; General History, 5, or Physics, 5, or Elementary Botany, 5, or Algebra, 5.

SPRING TERM—Elementary Agriculture, 4; Advanced Grammar, 3; School Management and School Law, 3; General History, 5, or Botany, 5, or Physics, 5, or Algebra, 5; Examination Quiz, 3; Drawing or Music, 2. During this term opportunity will be given for reviews in any or all the Common Branches

## THE STATE PREPARATORY SCHOOL

FLETCHER S. COULTRAP, *Principal*.

This School is designed to prepare students for the regular courses of the University and the State Normal College. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must give evidence of proficiency in all studies of the courses lower than those which they wish to pursue. Students who expect to graduate from the Normal College must give evidence that they are thoroughly familiar with the common school branches.

There are three preparatory courses, Classical, Philosophical, and Scientific, each requiring four years for completion, and each leading to a corresponding course in the collegiate department. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each term.

### COURSES OF STUDY IN DETAIL

#### Latin

FIRST AND SECOND TERMS—Collar and Daniell's *First Year Latin*.

THIRD TERM—Junior Latin Book. Especial stress is laid on inflections and composition.

SECOND YEAR—Cæsar's Commentaries, and Latin Prose Composition.

NOTE—Classes in Beginning Latin are organized each term, including the Summer term, and are so combined thereafter as to enter regularly upon the work of the third year.

**THIRD YEAR**—Cicero's Orations. At least six Orations are read, including the four against Catiline. A careful study of forms and Syntax is an important part of this year's work.

**FOURTH YEAR**—Virgil's Aeneid, Books I-VI. Grammar reviews, scansion, and mythology. Latin Prose composition.

### Greek

**FIRST AND SECOND TERMS**—White's *First Greek Book* with particular reference to inflections and sentence writing.

**THIRD TERM**—Xenophon's Anabasis. Grammatical reviews and translation into Greek of easy prose.

### Preparatory English

#### FIRST YEAR

**FALL TERM**—Composition and Rhetoric. Elementary work in the theme, the paragraph, the sentence.

**WINTER TERM**—Composition and Rhetoric. Work in narration, description, exposition, and argumentation.

**SPRING TERM**—History of American Literature, with collateral readings. Text-book work. Wendell and Greenough's book.

#### SECOND YEAR

**FALL TERM**—Classics from American Literature: Poe, Bryant, Webster, Franklin, Irving, Cooper, Washington, Thoreau.

**WINTER TERM**—Classics from American Literature: Emerson, Holmes, Whittier, Longfellow, Lowell, Hawthorne, Burroughs, Aldrich. Short stories.

**SPRING TERM**—History of English Literature, with collateral readings. Text-book work, Halleck.

#### THIRD YEAR

**FALL TERM**—Classics from English Literature: Milton's Minor Poems, Pope's Rape of the Lock, Merchant of Venice, Julius Cæsar, Hamlet, Macbeth, The Tempest, Selections from Goldsmith, Rasselas.

WINTER TERM—Sheridan, Coleridge, Wordsworth, Burns, Carlyle, Macaulay, George Eliot, Tennyson.

SPRING TERM—Advanced Composition and Rhetoric; the study of paragraph writing and of diction. Text, Hill's *Principles of Rhetoric*.

### German

FIRST TERM—German Grammar. Study of forms and compositions. Conversation based on Newson's *First German Book* (the new edition of Alge's *Leitfaden*), in connection with Hoelzel's charts on the seasons.

SECOND TERM—Study of Syntax. Reader and Review of Grammar. Some short modern story, such as Storm's *Immensee* and composition based thereon. Conversation as in first term.

SPRING TERM—Composition based on story read. Schiller's *Wilhelm Tell*, and, if possible, some short story or comedy. Conversation continued.

This course is for students who offer no credit in German for entrance and begin the study of German. For students who have had one year of high school work in German, the following work is offered.

FIRST TERM—Review of Grammar. Conversation, based on Newson's *German Course* and Hoelzel's charts. Reading of one or two modern stories with composition based on the text read.

SECOND TERM—Conversation and composition as above. Text: "*Hoher als die Kirche*."

THIRD TERM—Bacon's "*Im Vaterland*." Composition based on the text, and conversation.

### French

Students taking the Scientific Course may substitute French and German for all or a part of Latin. As to the work in French, consult the Department of French in another part of the catalogue.

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\*In all the courses in Literature written appreciations of the classics studied and reports upon the collateral reading will be required.

### Mathematics

**ALGEBRA**—A good working knowledge of the fundamentals extending into factoring, greatest common divisor, least common multiple, fractions, equations containing one unknown, also two or more unknowns, simultaneous equations of first and second degrees, illustrated by problems leading to these; indeterminate linear equations, evolution, inequalities, surds, imaginary and complex numbers, quadratic equations, higher equations, ratio, proportion, variation, and arithmetical and geometrical progression.

**GEOMETRY—PLANE AND SOLID**—The usual five books of Plane Geometry as given in the better and fuller text-books, including the solutions of numerous original examples in illustration of the theory; also the usual books in Solid Geometry on lines and planes in space, polyhedrons, cylinders, and curves, and the sphere with a great variety of original exercises. Texts, Well's *Algebra for Secondary Schools*, Fischer and Schwatt's *Higher Algebra*, Lyman's *Plane and Solid Geometry*.

### Physics

Three terms in the fourth year. Recitations three times a week. Laboratory work, four hours a week. Graduates of First Grade high schools who have studied such texts as *Carhart and Chute* or *Millikan and Gale* will receive full credit for their class work. If in addition they present note-books showing that at least forty experiments have been performed and carefully written up, they will receive full credit for the course without condition.

The first term is devoted to Properties of Matter, Laws of Motion, Mechanics of Solids, Liquids and Gases, and Heat. The second term to Magnetism and Electricity, and Light. The third to Sound, and a general review of the work of the two preceding terms. One of the above texts will be used in the class, and the manual of *Atkinson and Evans* as a laboratory guide.

### Physical Geography

This subject is required in all the courses. A standard text-book is studied for a term.



### Physiology

The text-book is Hough and Sedgwick's *The Human Mechanism*.

The aim is to give a good general knowledge of Anatomy and Hygiene and of the functions of the different organs of the body. A large amount of laboratory work is done.

### Botany

Two terms, five hours per week.

Field and laboratory work are a leading feature in this course. Each student will prepare a herbarium of not less than forty plants. Bergen and Davis's *Principles of Botany* is the text.

### U. S. History

Two terms, the first of three hours per week, and the second of five hours per week. Text-book, McLaughlin's *History of the American Nation*.

### Civics

The fundamental principles of the subject are carefully explained, while at the same time the practical operation of the different local and state systems are compared. Especial attention is given to the government of Ohio. The growth of our national system is thoroughly investigated.

### General History

This subject is pursued three terms in the Second Preparatory Year.

FIRST TERM—Ancient History.

SECOND TERM—Medieval History.

THIRD TERM—Modern History.

The aim is to give the student a general acquaintance with the leading persons, and the institutions, political and religious, with the literary and artistic movement; in general, with the progress of civilization in its broader aspects. The method employed will be the text-book, references to more comprehensive works, essay-writing, map-drawing, and lectures by the teacher.

### Drawing

Required in all three courses. Two hours in the studio are considered equivalent to one recitation.

## CONSPECTUS OF PREPARATORY COURSES

It will be noted that the preparatory studies for the Philosophical and Scientific courses are identical. However, in the Scientific Course, all or a part of the Latin may be substituted by an equivalent in French or German. The figure indicates the number of recitations per week.

### FIRST YEAR

#### Fall Term

CLASSICAL		PHILOSOPHICAL AND SCIENTIFIC	
Beginning Latin .....	5	Beginning Latin .....	5
U. S. History.....	5	U. S. History.....	5
Composition and Rhetoric.....	5	Composition and Rhetoric.....	5

#### Winter Term

Second Latin .....	5	Second Latin .....	5
U. S. History.....	5	Composition and Rhetoric.....	5
Composition and Rhetoric.....	5	U. S. History.....	5

#### Spring Term

Third Latin .....	5	Third Latin .....	5
Civics .....	5	Civics .....	5
English Classics .....	5	English Classics .....	5

### SECOND YEAR

#### Fall Term

Caesar .....	5	Caesar .....	5
General History .....	5	General History .....	5
Freehand Drawing .....	2	Freehand Drawing .....	2
Physical Geography .....	3	Physical Geography .....	3
English Classics .....	5	English Classics .....	5

#### Winter Term

Caesar .....	5	Caesar .....	5
General History .....	5	General History .....	5
Freehand Drawing .....	3	Freehand Drawing .....	3
Physical Geography .....	2	Physical Geography .....	2
English Classics .....	5	English Classics .....	5

#### Spring Term

Caesar .....	5	Caesar .....	5
General History .....	5	General History .....	5
English Literature .....	5	English Literature .....	5
Algebra .....	5	Algebra .....	5

## THIRD YEAR

## Fall Term

Cicero	}	5	Cicero	}	5
Latin Prose	}	5	Latin Prose	}	5
Physiology		5	Physiology		5
Algebra		5	Algebra		5
English Literature		5	English Literature		5

## Winter Term

Cicero	}	5	Cicero	}	5
Latin Prose	}	5	Latin Prose	}	5
Elementary Botany		5	Elementary Botany		5
Algebra		5	Algebra		5
English Literature		5	English Literature		5

## Spring Term

Cicero	}	5	Cicero	}	5
Latin Prose	}	5	Latin Prose	}	5
Elementary Botany		5	Elementary Botany		5
Algebra		5	Algebra		5
Advanced Rhetoric		5	Advanced Rhetoric		5

## FOURTH YEAR

## Fall Term

Vergil and Latin Prose		5	Vergil and Latin Prose		5
Beginning Greek		5	German		5
Elementary Physics		5	Elementary Physics		5
Plane Geometry		5	Plane Geometry		5

## Winter Term

Vergil and Latin Prose		5	Vergil and Latin Prose		5
Second Greek		5	German		5
Elementary Physics		5	Elementary Physics		5
Plane Geometry		5	Plane Geometry		5

## Spring Term

Vergil and Latin Prose		5	Vergil and Latin Prose		5
Third Greek		5	German		5
Elementary Physics		5	Elementary Physics		5
Solid Geometry		5	Solid Geometry		5

# SUMMER SCHOOL OF OHIO UNIVERSITY, ATHENS, OHIO

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For 1911.....June 19-July 28.

For 1912.....June 17-July 26.

## GENERAL INFORMATION

**ATTENDANCE STATISTICS**—The attendance of students at the Summer School of Ohio University for the last eleven years is herewith shown:

Year	Men	Women	Total
1900.....	36.....	29.....	65
1901.....	45.....	57.....	102
1902.....	110.....	128.....	238
1903.....	159.....	264.....	423
1904.....	194.....	363.....	557
1905.....	220.....	430.....	650
1906.....	207.....	449.....	656
1907.....	236.....	442.....	678
1908.....	236.....	387.....	623
1909.....	214.....	517.....	731
1910.....	260.....	516.....	776

The figures given above do not include the number of pupils enrolled in the Training School, or the number of School Examiners, Principals, and Superintendents who attended the "Conferences in School Administration" held the next to the last week of the term.

In 1910, the students came from all sections of Ohio, and represented seventy-five counties of the State.

**NEEDS CONSIDERED AND COURSES OFFERED**—In arranging the courses of study for the Summer School of 1911, the various needs of *all classes of teachers* and those preparing to teach

have been carefully considered and fully provided for. About one hundred and thirty courses are offered, and that number of classes will recite daily. Teachers and others seeking review or advance work should plan early to attend the session of 1911, which will begin June 19th and continue six weeks.

FACULTY—A Faculty of forty-eight members will have charge of the instruction. Please to note that all the instructors, with few exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer term are thus assured of the very best instruction the University has to offer.

COURSES OF STUDY—Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the summer term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

REVIEWS—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

SPRING-TERM REVIEWS—The Spring term of Ohio University will open Monday, March 27, 1911, and close Thursday, June 15, 1911. On Monday, May 1, 1911, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography, United States History, English Literature, General History, Physiology, Physics, Botany, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the

*inevitable examination.* Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certificating teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to June 1, 1911. Only a *just portion* of the usual term fee of \$6 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Chemistry, Latin, German, and some other subjects. However, *none of this work is promised.*

PRIMARY TEACHERS—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. In this school emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially valuable*. *Every teacher* of the rural schools will have an opportunity to receive instructions in the best methods of teaching as applied to primary schools.

EXPENSES—No tuition will be charged. The registration fee of \$3 will entitle students to all the privileges of the University, save special instruction in private classes.

*In no case will this registration fee, or any part of it, be returned to the student after it has been paid to the Registrar.*

Boarding in clubs, per week, costs from \$2.50 to \$2.75, and in Boyd Hall and Women's Hall, \$2.50. A student may attend the Summer School six weeks and pay all expenses, except the railroad fare, on from \$25 to \$30. By observing the strictest economy, less than this would be required.

AMPLE ACCOMMODATIONS—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, in private houses, *convenient to the*

*University*, may be rented for \$1.00 a week, including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented from \$0.75 to \$1.00 each per week.

**WOMEN'S HALL AND BOYD HALL**—These two buildings will accommodate about 180 women students. They are owned by the University and the rooms are of good size and well furnished.

Students securing quarters here will pay from \$3.50 to \$3.75 per week for board and lodging, everything being furnished save soap and towels. Students wishing rooms in these buildings should engage them in advance. Such rooms will be in demand.

It is required that every student occupying a room in either of these buildings pay the weekly charge *for the whole term*. It is manifestly unfair to the University to lose the moderate rental charged for these rooms for any portion of the term. To vacate a room after the opening of a term usually means the loss of rental fees for it from that time on.

Write to Miss Willanna M. Riggs, Dean of Boyd Hall, or Mrs. Bertha T. Dowd, Dean of Women's Hall. Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. One thousand students can find desirable accommodations in Athens.

**WHAT ATHENS CAN DO**—Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1910, every student had been eligibly located. Accommodations for at least 250 additional students were available.

**OHIO SCHOOL LAWS**—Particular attention will be given to the provisions of Ohio's *new school code*. A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

**LABORATORIES, ETC.**—The laboratories, museums, art studios,

library, and gymnasium of the University will be accessible to students *free of charge*. The *new* gymnasium is one of the finest and best equipped buildings of the kind in Ohio. In hot weather the natatorium will have strong attraction for students.

TEXT-BOOKS—All text-books will be supplied at the *lowest prices possible*. Students should bring with them as many supplementary texts as convenient.

RANGE OF STUDIES—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Normal-College Courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (four classes), Grammar (three classes), U. S. History (three classes), General History, Ohio History, Algebra (four classes), Public-School Drawing (four classes), Free-Hand Drawing, Designing, Bookkeeping (two classes), Physiology, Physiography, Psychology (two classes), Zoology, Economics, Beginning Latin, Cæsar, Vergil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering, History of Education, Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Rural School Course of Study, Primary Methods (two classes), Grammar Grade Methods (five classes), Observations and Methods in Rural Schools, Pedagogical Conferences, Geography (three classes), American Literature, English Literature (two classes), Ethics, Preparatory Rhetoric (two classes), American Poetry, English Poetry, Schoolmasters' Conferences, Paidology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Hygiene and Sanitation, Elementary Agriculture and School Gardens, Nature Study, Bird Study, Botany (two classes), Observation in Training School, Teaching School, Ethics, Sociology, Plane Geometry, Solid Geometry,



Trigonometry, Mechanical Drawing, Sight Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, European History, Civics, Beginning German, Advanced French, and other subjects if a sufficient demand is made at the opening of the term.

OTHER BRANCHES—Arrangements can be made by students attending the Summer term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, varies according to the nature of the work. Individual private instruction costs more than private instruction given to small groups. Professor Evans will offer private instruction in Preparatory Latin at the rate of \$6.00 for one full term's work, or \$15.00 for three terms; or collegiate Latin for \$7.00, or \$18.00 for three terms. Miss Jones will give private instruction in Piano and Harmony, for \$8.00 for 12 lessons. For other subjects, write to the President of the University. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

SUMMER-SCHOOL ADVANTAGES—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers.

HOW TO REACH ATHENS—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and

other points. Students on any railroad line may leave their homes in the most distant part of the State and reach Athens the same day.

**REQUESTS FOR NAMES**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely *be interested* in some line of work presented at Ohio University and State Normal College. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

**A TEACHERS' BUREAU**—Positions aggregating *many thousands of dollars* have been secured by us for our students. The Dean of the Normal College conducts, *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way, and to aid superintendents in finding the best qualified teachers.

**CONCLUSION**—The President of the University will cheerfully answer *any questions* teachers or others desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. For latest catalogue, other printed matter, or special information, address, President Ohio University, Athens, Ohio.

## SCHEDULE OF RECITATIONS OF THE SUMMER SCHOOL OF OHIO UNIVERSITY

June 19, 1911, to July 28, 1911

(The figures in parentheses indicate the number of recitations per week.)

7:00 A. M.

Advanced Arithmetic, Normal College, Section 1.....	(5)
First Term Physics.....	(5)
Paidology—Childhood .....	(5)
Zoology, Collegiate, Laboratory, Mon., Tues., and Wed..	(3)

Qualitative Analysis, Second Term.....	(5)
History of Education.....	(5)
Vergil .....	(5)
Milne's Practical Arithmetic, Section 1.....	(5)
Public-School Drawing, First Term.....	(5)
Observations and Methods in Rural Schools.....	(5)
General History, Review Class.....	(5)
Elementary Agriculture, Collegiate .....	(5)
Beginning French .....	(5)
American Literature, General Review, Preparatory.....	(5)

## 7:50 A. M.

School Administration and School Law.....	(5)
English Literature, Preparatory, Section 1.....	(5)
First Term Algebra.....	(5)
Zoology, Collegiate, Laboratory, Mon., Tues., and Wed..	(3)
First Term Chemistry, Collegiate.....	(6)
Advanced French .....	(5)
Principles of Education.....	(5)
Public-School Drawing, First Term.....	(5)
Advanced Typewriting .....	(5)
Paidology—Adolescence .....	(5)
Elementary Course of Study.....	(5)
Literature for the Primary Grades.....	(5)
Second Term Latin.....	(5)
Rural School Course of Study.....	(5)
Junior Physics .....	(5)
Freshman U. S. History, First Term.....	(5)
Teaching .....	

## 8:40-9:00 A. M., Chapel

## 9:00 A. M.

Rhetoric, Second Term, Preparatory.....	(5)
Methods of Teaching History.....	(5)
Second Term Algebra.....	(5)
Third Term Algebra.....	(5)
Elementary Physics—Laboratory .....	(5)
United States History, Review.....	(5)

Introductory Psychology, Collegiate.....	(5)
Nature Study—Laboratory, Saturday.....	(1)
Sociology .....	(5)
History of Education.....	(5)
Advanced German .....	(5)
Cæsar .....	(5)
First Accounting .....	(5)
Entomology .....	(5)
Advanced Grammar and Methods.....	(5)
Public-School Drawing, Second Term.....	(5)
Manual Training, Elementary.....	(5)
Music in Training School.....	
Teaching .....	
Drawing in the Training School.....	

## 9:50 A. M.

Cicero de Senectute et de Amicitia, Freshman.....	(5)
Plane Geometry .....	(5)
Second Term Physics—Laboratory.....	(5)
Physiology, for Teachers.....	(5)
High School Chemistry, Preparatory.....	(5)
Grammar, Reed and Kellogg, Section 1.....	(5)
Science of Education.....	(5)
Primary Methods and Observation.....	(5)
Second Accounting .....	(5)
Methods of Teaching Geography, Collegiate.....	(5)
Political Economy, Collegiate.....	(5)
Elementary Botany .....	(5)
Manual Training, Advanced.....	(5)
Penmanship .....	(5)
Music in Training School.....	
Teaching .....	
Designing .....	(5)
Public-School Drawing, Second Term.....	(5)

## 10:40 A. M.

School Management and School Law.....	(5)
Physical Geography .....	(5)
Solid Geometry .....	(5)

Elementary Physics—Laboratory.....	(5)
Electrical and Magnetic Calculations.....	(5)
Freshman U. S. History, Third Term.....	(5)
Experimental Psychology, Collegiate.....	(5)
Qualitative Analysis, First Term.....	(5)
Beginning German, First Term.....	(5)
Cicero's Orations .....	(5)
Hand Work, Normal College.....	(5)
Typewriting 1.....	(5)
Methods of Teaching Grammar.....	(5)
Choral Class .....	(5)
Penmanship .....	(5)
Public-School Drawing, Third Term.....	(5)
Hand Work, Normal College.....	(5)
Public-School Drawing, Third Term.....	(5)

## 2:20 P. M.

Beginning Rhetoric .....	(5)
Fourth Term Algebra, Collegiate.....	(5)
Advanced Physics—Laboratory.....	(5)
Grammar Grade Methods.....	(5)
Nature Study .....	(4)
Milne's Arithmetic, Section 2.....	(5)
Zoology, Thursday, Friday.....	(2)
Chemical Laboratory, Mon., Tues., Wed., Thurs.....	(4)
Grammar, Reed & Kellogg, Section 2.....	(5)
Stenography 2 .....	(5)
Beginning German, First Term, Second Recitation.....	(5)
Advanced Arithmetic, Normal College, Section 2.....	(5)
Theory and Sight Reading—Beginners' Class in Vocal Music .....	(3)
Advanced Geography (Physiography).....	(5)
Mechanical Drawing .....	
School Drawing .....	

## 3:10 P. M.

European History, Collegiate.....	(5)
Methods of Teaching Arithmetic, Collegiate.....	(5)
Ohio History, Collegiate.....	(5)

Advanced Physics—Laboratory .....	(5)
Beginning German, Second Term.....	(5)
Civics, Preparatory .....	(5)
Elementary Physics, Review.....	(5)
Second Term Chemistry, Collegiate.....	(5)
Ethics .....	(5)
Theory and Sight Reading—Advanced Class in Vocal Music .....	(3)
American Poetry, Collegiate.....	(5)
Penmanship .....	(5)

4:00 P. M.

Overflow and Additional Classes will be scheduled at this hour.

### SPECIAL LECTURERS OF PROFESSIONAL AND POPULAR CHARACTER

Several lectures and entertainments of a popular nature will be given by speakers and entertainers of wide reputation. Among those who will provide the evening lectures and entertainments may be mentioned the following:

#### Special Lectures—The Schoolmasters' Conferences

(3:10 to 4:45 o'clock p. m. Fifth week and Saturday, 9 to 10:30 o'clock a. m.—July 17 to 22.)

#### Lectures

*By Miss Anna Pearl MacVay, Litt. D.*

(Wadleigh High School, New York City.)

1. The Schools of Great Britain.
2. Our Educational Inheritance from England.
3. The Needs of American Education.
4. Beginnings of American History in England.
5. The English Colonies in North America.
6. The Place of Latin in the School and College Courses.

*By Hon. John W. Zeller, State School Commissioner, June*

23. Subject: Recent School Legislation in Ohio.

*By Hon. Frank W. Miller, Commissioner-Elect, July 25.*

Subject: What is Most Needed to Improve the Schools of Ohio.

### Conferences

1. A general Consideration of the Pension Question, with Special Application to the Pensioning of Teachers in Ohio.

PRESIDENT ALSTON ELLIS.

2. Dealing with Incurables and Defectives.

PROF. FLETCHEER S. COULTRAP.

3. The Relation of the Public-School Teacher to the Public Health.

DR. WILLIAM F. MERCER.

4. Thinking as Related to Teaching.

PROF. FREDERICK TREUDLEY.

5. New Conceptions of Education.

DR. WILLIS L. GARD.

6. Shall we have Agricultural Courses in our Public Schools? Aims and Limitations.

DR. WILLIAM F. COPELAND.

### ALUMNI DEPARTMENT

CLEMENT L. MARTZOLFF, B. PED., M. PED., *Secretary*.

At the annual meeting of the Board of Trustees of Ohio University, in June, 1906, the office of Alumni Secretary was created. The object of this department is to assist in the work of the Alumni Association, to organize clubs of alumni and former students, to secure data concerning the history and the alumni of the University, and to publish bulletins from time to time denoting the progress made.

Of the seven hundred and four persons who have received the Bachelor's Degree, less than ten have not been accounted for. The Alumni Bulletin for 1912 is now in preparation and will contain the following features:

A verified list of all living alumni.

Biographical sketches of the "semicentennial" classes (1860-1861).

Biographical sketches of those alumni who died during the years 1910 and 1911.

List of graduates from the State Normal College.

As the work in the department becomes more organized it is the intention to add other features to these publications and eventually to publish a complete Alumni Catalogue and History of the University.

### GENERAL ALUMNI ASSOCIATION

*President*, Judge Thomas A. Jones, 1881, Jackson, Ohio.

*Vice-President*, Dr. J. W. Rutledge, 1871, Minneapolis, Minn.

*Secretary*, C. L. Martzloff, 1907, Athens, Ohio.

*Treasurer*, Dr. T. R. Biddle, 1891, Athens, Ohio.

### Executive Committee

B. L. Horn, 1901, Athens, Ohio.

Amy Weihr, 1895, Athens, Ohio.

Charles O'Bleness, 1898, Athens Ohio.

F. W. Bush, 1892, Athens, Ohio.

### Constitution

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ARTICLE II. The officers of the Association shall be a President, Vice-President, Secretary, Treasurer, and an Executive Committee, consisting of four members, to be chosen annually.

ARTICLE III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ARTICLE IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time, deem best.

ARTICLE V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ARTICLE VI. This Constitution may be altered or amended



at any annual meeting, by a vote of two-thirds of those present at such meeting.

ARTICLE VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

#### THE OHIO UNIVERSITY ALUMNI ASSOCIATION OF PITTSBURG

(ORGANIZED IN 1906)

*President*, CALVIN B. HUMPHREY, 1888.

131 Riverside Drive, New York City.

*Secretary-Treasurer*, DR. NEWMAN H. BENNETT, 1899.

1908 Carson St., Pittsburg, Pa.

#### THE OHIO UNIVERSITY ALUMNI ASSOCIATION OF COLUMBUS

(ORGANIZED IN 1909)

*President*, MRS. MARY E. LEE, 1904.....Westerville, Ohio.

*Secretary*, FLOYD S. CROOKS, 1906.

State Auditor's Office, Columbus, Ohio.

#### THE OHIO UNIVERSITY AULMNI ASSOCIATION OF SOUTHERN OHIO

(ORGANIZED IN 1910)

*President*, JOHN M. DAVIS, 1873.....Rio Grande, Ohio.

*Secretary*, FRED E. C. KIRKENDALL, 1893.....Chillicothe, Ohio.

# OHIO UNIVERSITY

## DEGREES, DIPLOMAS, AND CERTIFICATES

June 16, 1910

### A. B.

Andrew, Lou Edna.....	Cincinnati
Cherrington, Harold Edgar.....	Athens
Cromer, Paul Eli.....	Springfield
Dunkle, Herbert Bothwell.....	Athens
Hayden, Charles Ernest.....	Nelsonville
Lindsay, Madge .....	Bridgeport
Walls, Louise King.....	Athens

### B. S.

Bohrer, Jay Verne.....	Toledo
Cooper, David Miller.....	Athens
Kerr, Paul Bentley.....	Hicksville
Lively, Ora Clyde.....	Wellston
Livingston, Alfred Erwin.....	Athens
Melick, Clark Owen.....	Axline
Stewart, Charles G.....	Hockingport
Tuttle, Harley Angelo.....	Diamond
Williamson, Charles Owen.....	Lancaster

### Ph B.

Bean, Cecil Calvert .....	Athens
Cash, Hamilton La Rue.....	New Marshfield
Cooley, Calla Ernestine.....	Athens
Grady, William Earl.....	Nelsonville
Johnson, Helen Almarine.....	Nelsonville
Jones, Evan Johnson.....	Athens
Kurtz, Frank Bartlett.....	Athens
Perkins, Ione Marie.....	McArthur

**B. Ped.**

Allen, Walter Osman.....	New Plymouth
Cromer, Horace Emerson.....	Springfield
Deputy, Mary Lee.....	Springfield
Hammond, Ernest .....	Milan
Richeson, John Jacob.....	Lee's Creek
Richmond, Winifred Vanderbilt.....	New Marshfield

**A. M.**

Adams, John William.....	Newark
Boden, William Herbert.....	Athens

**Ph. M.**

Badertscher, Jacob A.....	Beaver Dam
Simon, Mary Anna.....	Piqua

**M. Ped.**

Martzolff, Clement Luther.....	Athens
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**Two-Year Course in Elementary Education**

Aber, Nina C.....	Toronto
Batterson, Iva Pearl.....	Bryan
Evans, Amy Cole.....	Portsmouth
Glenn, Hazel Mary.....	Gallipolis
Keck, Olive Millicent.....	McArthur
Knowlton, Cora Belle.....	Athens
Kratsch, Emma .....	Massillon
Lenhart, Katherine Elizabeth.....	Welchfield
Leyda, Mabel Irene.....	Cutler
McGuire, Zoa .....	Marion
McNaughton, Birdie Lillie.....	Becksville
Ploeger, Gertrude .....	Cleveland
Porter, Bessie Maude.....	West Carlisle
Powers, Grace Sheldon.....	Hudson
Robinson, Anna Elizabeth.....	Newark
Snow, Charlotte Louise.....	Brecksville
Watson, Carrie Edith.....	Bellville

**Kindergarten Course**

Ayres, Helen Florence.....	Gambier
Farquhar, Winona Josephine.....	Gambier
Miller, Dorothy DeVore.....	Urbana

**School Music**

Brown, Mary Isabella.....	Caldwell
Danford, Marion Blanche.....	McConnelsville
Plummer, Ruby M.....	Jackson
Starr, Elma Vera.....	Athens
Theobald, Hedwig .....	Columbus

**School Drawing**

Eaton, Mary Jane.....	Circleville
Putnam, Harriet Lamb.....	Athens
Winn, Mabel Elizabeth.....	Rutland

**Electrical Engineering**

Alspach, Jesse D.....	Canal Winchester
Ashbaugh, Robert Paul.....	Bremen
Bailey, Clyde Martin .....	Waterford
Boyd, Bert Dennis.....	Canal Winchester
Hoisington, Ned Phillips.....	Amesville
Hughes, Alonzo Bayard.....	Key
Lenhart, Vinton Raymond.....	Coshocton
McFarland, Heber .....	Center Belpre
Miller, Rev Whittaker.....	New Paris
Silvus, William Green.....	Athens
Sloan, John Tolbert.....	Trimble
Stout, Orin Clark.....	Stoutsville
Taylor, Mason Elijah.....	Jamestown
Timmerman, Warren Gust.....	Oak Harbor
Watkins, Sidney .....	Luhrig
Yaw, Otto Virgil.....	Glouster

**Civil Engineering**

Blythe, Donald Rukenbrod.....	Carrollton
Carr, George E.....	Stockport
Connett, Loring George.....	Athens
Clark, William Allen.....	Junction City

Cooper, David Miller.....	Athens
Hare, Marshall LaFayette.....	Fincastle
Hustis, Harold Milton.....	Brinckerhoff, N. Y.
Kelley, Paul Hastings.....	Freeport
Lanier, Joaquin Gimenez.....	Remedios, Cuba
Verwholt, Clarence Herman.....	Tiltonville
Wolf, William Fenton.....	Nelsonville

#### College of Music

Danford, Marion Blanche.....	McConnelsville
Hauschildt, Lillian Mabel.....	Piqua
Langdon, Emma May.....	Washington C. H.
Lantz, Dena Merle.....	McArthur

#### Oratory

Bandy, Elgie LeRoy.....	Alliance
Cook, Lewis Templin.....	Deerfield
Gardner, Grace Gertrude.....	Cardington
Kern, Lillian Lenore.....	Athens
Stewart, Mabel Emma.....	Canisteo, N. Y.

#### TEACHER OF STENOGRAPHY

Cable, William Ransom.....	Athens
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#### Commercial Course

Beckley, Harry Clyde.....	McArthur
Cranmer, Harvey Edward.....	Athens
Grady, William Earl.....	Nelsonville
Hasegawa, Kotaro .....	Tokio, Japan
Moler, Arthur Lee.....	Athens
Parks, Hugh Whiteford.....	Cadiz
Pownall, Horton Calahan.....	Pomeroy

#### Certificate of Proficiency in Accounting

Case, John G.....	Croton
Dixon, Charles G.....	Hopedale
Ludwick, Audra Marie.....	Stewart

#### Certificate of Proficiency in Accounting and Stenography

Adamson, Anna Isabella.....	Nelsonville
Coovert, Edward Alexander.....	Eldorado
Maxwell, Robert Alfred.....	Athens
Merrell, Frederick .....	Cutler

# ANNUAL COMMENCEMENT

OF

## OHIO UNIVERSITY

University Auditorium, June 16, 1910

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### PROGRAM

Orchestra

Selection from "Der Fliegende Hollander".....*Wagner*

Invocation

The Evolution of Woman.....Ora C. Lively

The Mimic World.....Harold E. Cherrington

Spinning Quartet from Martha.....*Flotow*

Misses Theobald and Stewart, Messrs. McVey and Kurtz

Individualism, the Hope of the Nation.....Harley A. Tuttle

A Co-worker with Nature.....Madge Lindsay

Sonata for Violin and Piano.....*Redman*

Miss Hauschildt and Mr. Don McVay

Shakspeare's Fools .....Louise King Walls

Degrees Conferred and Diplomas Presented

Benediction

### THESES

Biological Index.....Walter Osman Allen

The Women of George Eliot.....Lou Edna Andrew

The Heroine of the Ring and the Book.....Cecil Calvert Bean

The Frequency and Virulence of T. B. in Dairy Products

.....Jay Verne Bohrer

The Hedonistic Theory of Ethics.....Hamilton La Rue Cash

Our Bird Neighbors.....Calla Ernestine Cooley

Sectional Map, City of Athens.....	{ David Miller Cooper Charles G. Stewart
Economical and Sociological Aspects of Intemperance....	Paul Eli Cromer
Phases of Roman Life in the Time of Cæsar, Cicero, and Virgil.....	Mary Lee Deputy
Certain Compounds of Cerium....	{ Paul Bentley Kerr Herbert Bothwell Dunkle
A Problem in Accounting.....	William Earl Grady
The Juvenile Court.....	Ernest Hammond
The Diastases in the Saliva of the Dog and Cat.....	Charles Ernest Hayden
The Decline of the Spanish Empire..	Helen Almanine Johnson
The Detective Story.....	Evan Johnson Jones
The Development of the Oratorio.....	Frank Bartlett Kurtz
A Comparative Study of the Thyroid Gland.....	Alfred Erwin Livingston
The Sterilization of Water by Electricity..	Clark Owen Melick
American Citizenship .....	Ione Marie Perkins
The Correlation of Country Schools and Country Homes .....	John Jacob Richeson
The Opportunity and Duty of the Schools in the Inter- national Peace Movement.....	Winifred Richmond
Some Type Forms of Ordinary Differential Equations....	Charles Owen Williamson

#### Theses for Master's Degree

A Study in School Sanitation.....	John William Adams
The Development of the Respiratory System in Necturus. .....	J. A. Badertscher
Christianity's Conflict to Become the Universal Religion..	William H. Boden
The School Lands of Ohio.....	Clement Luther Martzloff
The Religious Spirit in Early and Modern American Literature.....	Mary Anna Simon

# LIST OF STUDENTS

---

## COLLEGIATE DEPARTMENT

### POST-GRADUATE STUDENTS STUDYING FOR A DEGREE

Adams, John William, A. B., B. Ped.....	Franklin, Ind.
Badertscher, Jacob A., Ph. B.....	Beaver Dam
Boden, William Herbert, A. B.....	Athens
Bryson, Lucy Weethee, B. S.....	Athens
Corbett, John, A. B.....	Athens
De Camp, Jane Ryan, Ph. B.....	Athens
Dixon, Asher Hooper, A. B., B. Ped.....	Tekamah, Nebr.
Kaler, Mary Engle, Ph. B.....	Athens
Le Roy, Verne Emery, A. B.....	Athens
Martzolff, Clement Luther, B. Ped.....	Athens
Merritt, William Schory, A. B.....	Thurston
Simon, Mary Anna, Ph. B.....	Piqua
Skinner, Beverly Oden, Ph. B.....	Athens
Street, Mildred Ardelle, A. B.....	Wilmington
Williamson, Charles Owen, B. S.....	Lancaster

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### CLASS OF 1910

Allen, Walter Osman.....	New Plymouth
Andrew, Lou Edna.....	Cincinnati
Bean, Cecil Calvert.....	Athens
Bohrer, Jay Verne.....	Toledo
Cash, Hamilton La Rue.....	New Marshfield
Cherrington, Harold Edgar.....	Alice
Cooley, Calla Ernestine.....	Athens
Cooper, David Miller.....	Athens
Cromer, Horace Emerson, A. B.....	Springfield
Cromer, Paul Ell.....	Springfield
Deputy, Mary Lee.....	Worthington, Ind.
Dunkle, Herbert Bothwell.....	Athens
Grady, William Earl.....	Nelsonville
Hammond, Ernest .....	Milan
Hayden, Charles Ernest.....	Nelsonville
Johnson, Helen Almarine.....	Nelsonville
Jones, Evan Johnson.....	Athens
Kerr, Paul Bentley.....	Hicksville



Kurtz, Frank Bartlett.....	Athens
Lindsay, Madge .....	Bridgeport
Lively, Ora Clyde.....	Wellston
Livingston, Alfred Erwin.....	Athens
Melick, Clark Owen.....	Axline
Perkins, Ione Marie.....	McArthur
Richeson, John Jacob.....	Lee's Creek
Richmond, Winifred Vanderbilt.....	New Marshfield
Stewart, Charles G.....	Hockingport
Tuttle, Harley Angelo.....	Diamond
Walls, Louise King.....	Athens
Williamson, Charles Owen.....	Lancaster

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## SENIORS

Andrews, Adda May.....	Glouster
Baker, Helen Weber.....	Zanesville
Barnes, Bernice Belle.....	Bowerston
Bean, Cecil Calvert, Ph. B.....	Athens
Bean, Leo Chapman.....	Gallipolis
Bingman, Carl Wilson.....	Frost
Bishop, Homer Guy.....	Athens
Blackstone, Alva E.....	Cumberland
Boelzner, Wilhelmina Rosina.....	Athens
Cherrington, Frederick William, A. B....	Chillicothe
Connett, Mary .....	Athens
Coultrap, Manley Lawrence.....	McArthur
Cronacher, Edith Lillian.....	Ironton
Dickerson, Harlan Jewett.....	South Zanesville
Elson, Delma Viola.....	Athens
Erf, George Arthur.....	Monroeville
Finsterwald, Fredia .....	Athens
Flegel, Edna Elizabeth.....	Zanesville
Flegel, Margaret Catherine.....	Zanesville
Forsyth, Florance D.....	Monongahela, Pa.
Griner, Harry Garfield.....	Amanda
Howell, Mabel Roxy.....	McArthur
Jacobs, Arlington Brazil Cole.....	Lexington
Junod, Grace Marie.....	Athens
Landsittel, Frederick Conrad.....	Amanda
Long, James Arthur.....	Washington C. H.
McCorkle, Walker, Ellsworth.....	Dawson
McVey, James Pryor.....	Athens
Miller, Ernest Carl.....	Lorain
Miller, Harry Percy.....	Athens
Miller, Orla Glen.....	Athens
Mitchell, Eva Louise.....	Pt. Pleasant, W. Va.
Oldt, Joel Calvin.....	Euclid

Pidgeon, Howard A.....	Pennsville
Pond, Walter Allen.....	Athens
Portz, Edward .....	Newcomerstown
Putnam, Virgene .....	Athens
Rapp, Mary Agatha, A. B.....	Sabina
Richardson, Edward Riley, A. B.....	Rootstown, N. J.
Russell, John Edgar.....	S. Burgettstown, Pa.
Sanzenbacher, Elizabeth .....	Piqua
Sherman, Alice Louise, A. B.....	Wilmington
Shupe, Lloyd Merle.....	Amanda
Soule, Mary Minnie.....	Wilkesville
Stout, Orin Clark.....	Stoutsville
Taylor, Barnett Winning.....	Hendrysburg
Tewksbury, Carl Logan.....	Blanchester
White, Clyde Lawrence.....	Coolville
Wilkes, Ernest Constantine.....	Athens
Wood, Leland Samuel.....	Andover

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## JUNIORS

Atkinson, Zella Fern.....	Zanesville
Ayers, Etta Cornelia.....	Gambier
Ayers, Helen Florence.....	Gambier
Beckley, Harry Clyde.....	McArthur
Blower, George Cromwell.....	Glouster
Bower, Allen McClellan.....	Coshocton
Buch, Mary Ella Caroline.....	Massillon
Cable, Will Ransom.....	Athens
Carpenter, Franklin Clyde.....	Athens
Collins, Jacob Roland.....	Athens
Comstock, Joseph Hooker.....	Athens
Covert, Edward Alexander.....	Eldorado
Cosler, Marie Shank.....	Dayton
Cox, Ellis Van Hise.....	Dayton
Dickson, John Bernard.....	Athens
Duga, Nettie Sara.....	Bellaire
Easton, Frank Carroll.....	Columbus
Eaton, Mary Jane.....	Circleville
Elson, Harold Altair.....	Athens
Evans, Amy Cole.....	Portsmouth
Fattig, Perry Wilbur.....	Athens
Flesher, Orion Herbert.....	Middleport
Gibson, Bessie Irene.....	Amesville
Goldsworthy, John .....	Glouster
Gorslene, Bessie Mabel.....	Athens
Heidelbaugh, Newton Byron Shaw.....	Port William
Hickox, Jay Gilmore.....	Novelty
Hughes, Milton De La Haye.....	Monroeville

Kenney, Ralph Clinton.....	Athens
Kerr, De Witt Culler.....	Hicksville
Knight, Charles Kelley.....	Athens
Langenberg, Fred Charles.....	Beverly
McBee, Harry Bruncker.....	Athens
McGuire, Zoa .....	Marion
McLean, Mary Elizabeth.....	East Liverpool
Merrin, Anna Gladys.....	Mt. Vernon
Morris, Leota Blanche.....	Harrisville
Murphy, Elizabeth Ann.....	Higginsport
Myers, Jay Arthur.....	Athens
Nesbitt, Margaret Anne.....	Bellaire
Palmer, Frank Harlan.....	Glenford
Palmer, John Alonzo.....	Athens
Parks, Hugh Whiteford.....	Cadiz
Patterson, Jay Robert.....	Shiloh
Plummer, Florene .....	Williamsport
Powell, Mary Annette.....	Sonora
Pownall, Horton Calahan.....	Pomeroy
Price, Marie Louise.....	Athens
Putnam, Harriet Lamb.....	Athens
Richards, John Conrad.....	Carrollton
Ridenour, Clarence Ray.....	New Lexington
Ridenour, Harry Lee.....	New Lexington
Rigby, Hazel Elizabeth.....	East Liverpool
Roach, Louise .....	Athens
Rose, Reed Phillips.....	Athens
Schaeffler, Charles Harry.....	Athens
Shilliday, Clarence Lee.....	New Milford
Smith, Benjamin Franklin.....	New Marshfield
Stailey, Charles Elmo.....	Athens
Starkey, Edith Belle.....	New Lexington
Sutherland, Marguerite Gow Henderson.....	Warren
Teeling, Rudy Bell.....	Millersburg
Todd, Hazel Estelle.....	Warren
Van Dyke, Stella May.....	Athens
Van Meter, Mella.....	Marion
Vanderslice, Marie Llewellyn.....	Athens
Walls, Callie King.....	Athens
Wenrick, Key Elizabeth.....	Canton
Wheaton, Fred Shepper.....	Athens
White, Robert Lee.....	Fairmount, Ill.
Wolfe, Blanche Philene.....	Athens

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## SOPHOMORES

Aber, Nina Conner.....	Toronto
Achor, James Harvey.....	New Vienna

Alkire, Abraham Ross.....	Mt. Sterling
Alspach, Jesse D.....	Canal Winchester
Armstrong, Lyman Walter.....	Bellville
Artherholt, Floy Frances.....	Garrettsville
Ashton, Mary Maud.....	Reynoldsburg
Baker, Julia .....	Zanesville
Bash, Edwin Wallace.....	White Cottage
Batterson, Iva Pearl.....	Bryan
Beelman, Letha Elnora.....	Chicago, O.
Blizzard, Alpheus W.....	Basil
Blythe, Donald Rukenbrod.....	Carrollton
Blythe, Roy Rukenbrod.....	Carrollton
Boneysteele, Park Lowe.....	Bellaire
Boyd, Bert Dennis.....	Canal Winchester
Boyles, Ethel Vida.....	North Lewisburg
Brickles, Lulu Harper.....	Athens
Brown, James Gladstone.....	Uhrichsville
Brown, Mary Isabella.....	Caldwell
Buchanan, Edith Amanda.....	Basil
Buchanan, James William.....	Basil
Case, John Gall.....	Croton
Cline, Elizabeth Faye.....	Albany
Connett, Loring George.....	Athens
Connett, Raymond Wendall.....	Athens
Copeland, Edna Florence.....	Athens
Covert, Tobias Castor.....	Loudonville
Cranmer, Harvey Edward.....	Athens
Crisenberry, Virginia May.....	Cardington
Danford, Marion Blanche.....	McConnelsville
De La Rue, Harry.....	Jeffersonville
Donley, Vance .....	Cleveland
Dover, Kate .....	McConnelsville
Dunlap, Howard Leroy.....	Flushing
Dunlap, Oscar Ellsworth.....	Flushing
Dunston, Flavia Adelaide.....	Granville
Dutnell, Isabella Louise.....	North Ridgville
Edwards, Mary Ethel.....	Syracuse
Eldridge, Anna Elizabeth.....	Cutler
Evans, Mary .....	Athens
Farquhar, Winonia Josephine.....	Gambler
Fawcett, Marshall Lee.....	Rushsylvania
Fent, Homer .....	Mendon
Flohr, Mabel Catherine.....	Newton Falls
Flood, John William.....	Rushville
Fry, Lester Ray.....	Mogadore
Fulwider, Albert Paul.....	Athens
Gibson, Clyde Owen.....	Amesville
Gillilan, Paul McVay.....	Salt Lake, Utah

Glazier, Myron Selby.....	Amesville
Halbirt, Earl .....	Canaanville
Hancher, Louise Eleanor.....	Nelsonville
Hanna, Mary Isabel.....	Cadiz
Hauschildt, Lillian Mabel.....	Piqua
Hawk, Bessie Alice.....	Newcomerstown
Helfrich, John Wert.....	Carrollton
Henry, John Martin.....	Junction City
Henry, Virgene Woodworth.....	Athens
Hickle, Clyde Monroe.....	Lithopolis
Hoisington, Ned Phillips.....	Amesville
Hoover, Ira Morrison.....	Ashville
Hunt, Hazel Elizabeth.....	Somerset
Irish, Edna Christine.....	Keosauqua, Iowa
Johnston, Winifred Christine.....	Farmdale
Jones, Anna Laura.....	Ironton
Jones, Mostyn Lloyd.....	Jackson
Jones, Roger Johnson.....	Athens
Keck, Olive Millicent.....	Westerville
Kelley, Margaret Beatrice.....	Freeport
Kilbury, Levi Earl.....	West Jefferson
King, Elizabeth Eulalie.....	Glouster
King, John .....	Newark
Knowlton, Cora Belle.....	Athens
Lenhart, Katherine Elizabeth.....	Welchfield
Lenhart, Vinton Raymond.....	Coshocton
Ludlow, Doris .....	Piqua
McCombs, Mamie .....	Youngstown
McCormick, Edith McMinn.....	Kinsman
McDaniel, Ira Alpheus.....	Athens
McFarland, Anna Campbell.....	Warren
McKee, Helen Josephine.....	Caldwell
McNaughton, Birdie Lillie.....	Brecksville
McVay, Francis Halbirt.....	Beverly
McWilliams, Edward Nevin.....	Cleveland
Matheny, Clarence Albert.....	Zaleski
Merritt, Kathleen Wood.....	Athens
Micklethwaite, Gilbert Richard.....	Portsmouth
Miesse, Florence Marguerite.....	Chillicothe
Miller, Dorothy Devore.....	Mingo
Moler, Arthur Lee.....	Athens
Morris, Hattie Ellen.....	Carroll
Morris, Mary Jane.....	Magrew
Morton, Robert Lee.....	Brownsville
Myers, Nina Nadine.....	Baltimore
Nier, Norma Martha.....	Sandusky
Nixon, Ernest Leland.....	New Plymouth
Norris, George Newton.....	Stewart

Nutting, Harold Le Grande.....	Malta
Nutting, Raymond James.....	Malta
Ogan, Louise .....	McArthur
Pake, Edward Howe.....	Bainbridge
Parker, Leone .....	Huron
Parker, Sidney Lester.....	Athens
Patterson, Anna Gail.....	Shadyside
Ploeger, Gertrude .....	Cleveland
Portz, Warner Philip.....	Newcomerstown
Powers, Grace Sheldon.....	Hudson
Prine, Maude Harriet.....	Ashtabula
Reed, Hazel Baker.....	Uhrichsville
Reid, Alice Averre.....	Martin's Ferry
Reinhold, Harry Edmont.....	New Philadelphia
Ricketts, Carrie Edith.....	Sugar Grove
Riley, Dwight Albin.....	Athens
Ringwald, Pearl Marie.....	Chillicothe
Robinson, Anna Elizabeth.....	Newark
Robinson, Ward William.....	Bellville
Shane, Florence Winona.....	Steubenville
Sharp, Charles Forrest.....	Lucasville
Sherman, George Leslie.....	Athens
Shields, Buren Riley.....	Crooksville
Shively, Harold Hastings.....	McArthur
Silvus, William Green.....	Athens
Snow, Charlotte Louise.....	Brecksville
Speck, Austa Belle.....	Uhrichsville
Speck, Frank Richards.....	Uhrichsville
Stine, Wilmer Evert.....	Santoy
Stoll, Norma Anna.....	Sandusky
Stout, Percy Ray.....	Stoutsville
Stowe, Reba E.....	Highland
Strait, Noyce Worstall.....	Zanesville
Taylor, Arthur Hamilton.....	McArthur
Taylor, Eunice Loa.....	McArthur
Taylor, Mason Elijah.....	Jamestown
Taylor, Zera Gibson.....	Petrolia, Pa.
Thompson, Eugene Franklin.....	Nelsonville
Tidd, Harland Owen.....	Williamsfield
Treudley, Ruth .....	Athens
Tsui, Wellington Kom Ton.....	Canton, China
Ullom, Charlotte Devol.....	Athens
Van Dyke, Ralph Arthur.....	Athens
Van Gundy, Clarence William.....	Chillicothe
Voegtly, Nelle Leona.....	Hannibal
Voigt, Eugene John.....	Holgate
Wagoner, Bertha Adelle.....	Cutler
Ward, Erwin John Boyd.....	Perrysburg

Wark, Mary Platt.....	Warren
Watson, Carrie Edith.....	Bellville
Watson, Martin Wallace.....	Racine
Welday, Samuel Oliver.....	Bloomington
West, Flora Kathleen.....	Bainbridge
Whipple, Howard Everett.....	Chesterland
White, Alexander Paul.....	Fairmount, Ill.
Wiley, Nathaniel .....	Kimball, W. Va.
Williams, Freda E.....	Athens
Wilson, Grace .....	New Mar'sville, W. Va.
Winn, Mabel Elizabeth.....	Rutland
Wolf, William Fenton.....	Nelsonville
Wood, Robert Simpson.....	Athens
Young, Fred M.....	Mt. Sterling
Zieger, Mary Althea.....	New Middletown

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## FRESHMEN

Adams, Clara Angeline.....	Utica
Adams, Ella Jean.....	Highland
Adams, Mary Edna.....	Highland
Adamson, Anna Isabelle.....	Nelsonville
Allen, Leta Edith.....	Huntsburg
Anderson, Margaret Risk.....	Youngstown
Anderson, Mary Emma.....	Portsmouth
Andrews, Mary Chase.....	McConnellsville
Ankrom, Zadoc William.....	New Mar'sville, W. Va.
Applegate, Elmer Ray.....	Antwerp
Ashbaugh, Robert Paul.....	Bremen
Ayers, Herbert Edwin.....	Gambier
Bailey, Clyde Martin.....	Waterford
Baker, Esther Viola.....	Amherst
Baker, George Krauth.....	Zanesville
Baker, Ray Albert.....	New Matamoras
Baldwin, Harley Eugene.....	Cortland
Bandy, Elgie Leroy.....	Alliance
Bare, Leslie Thompson.....	Hannibal
Barron, Raymond Isaac.....	Nelsonville
Bartlett, Gertrude .....	Waterford
Beam, Floyd Guyton.....	Coolville
Bean, Cora Lee.....	Towner, N. Dakota
Bean, Edgar Ellsworth.....	Athens
Bethel, McKinley .....	Athens
Bishop, Herman Davis.....	Athens
Black, Treva .....	North Eaton
Blackford, Charles Alfred.....	Eldorado
Blake, Mary Rebecca.....	Nelsonville
Blumenthal, William Raphael.....	Cleveland

Boelzner, Lena Ellen.....	Athens
Bowles, Hal Chalfan.....	Dexter
Brackin, Marian Blanche.....	Kinsman
Brainerd, Arthur Alanson.....	Hartford, Conn.
Brehman, Hazel Beatrice.....	Bucyrus
Brookins, Allena May.....	Jackson
Broomhall, Charles James.....	Zanesville
Burnett, Nina Marie.....	Sabina
Burns, Edna Primrose.....	McArthur
Burns, Loretta Virginia.....	Cleveland
Burrell, George Richard.....	Freeport
Buswell, Nellie .....	Elyria
Cable, Julia Luella.....	Athens
Campbell, Edna V.....	Athens
Carr, George E.....	Stockport
Chance, Clifford Wilmont Douglas.....	Gambier
Chaney, Mabel .....	Batavia
Cheadle, Georgia .....	Chillicothe
Cherrington, Homer Virgil.....	New Straitsville
Chrisman, Oscie Dru.....	Athens
Christman, Mary Edith.....	Coalton
Chute, Berenice Fauney.....	Jacksonville
Clark, William Allen.....	Junction City
Clever, Nellie Elena.....	Lexington
Cline, Edna Blanche Clare.....	Albany
Clouse, John Henry.....	Junction City
Conner, Hazel Mary.....	Dennison
Connors, Anna Alexis.....	Salem
Cooperrider, Charles Knesal.....	Brownsville
Crisenberry, Minnie Ethel.....	Mt. Gilead
Davidson, Marie .....	Athens
Davis, David Albert.....	Oak Hill
Davis, Margaret .....	Wellston
Dawson, Ethel Verne.....	Coshocton
De Kort, Morris Adrian.....	Chagrin Falls
Dewhirst, Clemmie Lillias.....	Huron
Dilger, Eva Beryl.....	Carroll
Dill, Edith Marian.....	South Columbus
Drake, Maude Marian.....	Athens
Driggs, Besse Irene.....	Athens
Drury, Marle .....	Glouster
Du Bois, Herman Henry.....	Vigo
Eakin, Charles Thornton.....	Negley
Falloon, Virgil .....	Falls City, Nebr.
Ferrell, Carl Kenneth.....	Zanesville
Figley, Alice Evelyn.....	Chillicothe
Finney, Florence Georgiana.....	McArthur
Fisher, Hugo Carl.....	New Bedford



Foley, Louis Haynes.....	Zanesville
Foley, Winthrop Edwin.....	Beverly, Mass.
Foreman, John Lee.....	Mt. Victory
Friedel, Elmer Kirk.....	Medina
Fulton, Norman .....	Shade
Fulwider, Robert Lester.....	Athens
Fulwider, William Elbert.....	Athens
Gaffner, Millie .....	Trenton, Ill.
Galbreath, Gerald Henry.....	Mt. Sterling
Gee, Florence Elizabeth.....	Kinsman
Gifford, Clara May.....	Beckett
Graves, Sarah Birdella.....	Alexandria
Grimes, John Odus.....	Cumberland
Gross, Haidee Coral.....	West Unity
Grove, Elizabeth .....	Highland
Gutridge, Rollin Edward.....	Brownsville
Gwynn, Kathleen Jennet.....	Delaware
Hall, Ruth Eleanor.....	Pierpont
Harden, Carrie Ellen.....	Dennison
Hartford, Margaret Belle.....	East Palestine
Hayes, Clara Genevieve.....	Athens
Hayes, Rose Elizabeth.....	Athens
Hemphill, Winona .....	Copley
Hochart, Kathleen Marin.....	Cleveland
Hoodlet, Jacob James.....	Nelsonville
Hopkins, Homer Smith.....	Marengo
Horn, Mabel .....	Bellevue
Housel, Clay De Witt.....	Mogadore
Hughes, Alonzo Bayard.....	Key
Hustis, Harold Milton.....	Brinckerhoff, N. Y.
Icenhour, Schuyler Clifford.....	Hemlock
Jasinsky, Dorca Lloyd.....	Rushsylvania
Jennings, Lewis Dale.....	West Cairo
Junod, Carrie Clester.....	Athens
Kahnheimer, Flora Rachel.....	Cardington
Katzenbach, Adda Lenore.....	Nelsonville
Katzenbach, Iva Lorea.....	Nelsonville
Katzenbach, Lucy Marie.....	Nelsonville
Kelley, Fred Foster.....	Athens
King, Edward Riley.....	Creola
Kirkendall, Rothbe Hammond.....	Creola
Kiser, Mary Arvesta.....	Piqua
Kochheiser, Freda Hazel.....	Bellville
Langdon, Emma May.....	Washington C. H.
Lash, Mayme Belle.....	Athens
Law, George Gun.....	Portland, Ore.
Lawrence, Majel .....	Coolville
Lax, Margaret Naomi.....	Nelsonville

Lee, Ethel S.....	Dorset
Lewis, Ralph Amos.....	Sabina
Leyda, Mabel Irene.....	Cutler
Licht, Paul Victor.....	East Palestine
Long, Louis .....	Urbana
Lowry, Rena Ruth.....	Zanesville
Lumley, Ethel .....	Rootstown
McDougall, Gilbert Woodworth.....	Athens
McDowell, Gladys Aileen.....	Worthington
McFarland, Heber .....	Centre Belpre
McGinniss, Tirzah .....	Zanesville
McKinstry, Cassandra Bartlett.....	Athens
McLaughlin, Henry Max.....	Wilkesville
McNaughton, James Edgar.....	South Webster
McWilliams, Oliver Kent.....	Cleveland
Markey, Herbert .....	Dayton
Marmon, Harry Richardson.....	Mt. Victory
Martin, Charles Harland.....	Athens
Martin, Edna Blanche.....	Athens
Matthews, Harry Gardner.....	Lancaster
Mechlin, Russell Horace.....	Winchester
Mengert, Laura Reinhard.....	Lexington
Meredith, Irwin Cecil.....	Long Bottom
Micklethwaite, Louise .....	Portsmouth
Miller, Earle Augustus.....	Athens
Miller, Florence Agnes.....	Millersport
Miller, Marie Elizabeth.....	Piqua
Miller, Rev Whittaker.....	New Paris
Miller, Ruth Lillian.....	Charles City, Iowa
Moore, Margaret Elizabeth.....	Martin's Ferry
Moore, Walter Root.....	Athens
Moorehead, Flossie Ellen.....	Columbus
Morris, Dorothy Catherine.....	Magrew
Morris, Karl Kratzer.....	Lancaster
Morrison, Henry Russell.....	Brownsville
Mott, Cinderilla Mae.....	Cortland
Nelson, Donald Thomas.....	Athens
Nesbitt, Hannah Mary.....	Bellaire
O'Connor, Delia .....	Alice
O'Connor, Gertrude .....	Stewart
Ostermayer, Matilda .....	Canton
Parks, Sarah Isabelle.....	Cadiz
Pelley, Lura .....	Mingo Junction
Pelton, Mary Eleanor.....	Medina
Phillips, Mary Leah.....	Athens
Pickering, Anna Katherine.....	Athens
Pine, Pauline Ethel.....	Washington C. H.
Plyley, Chauncey Ace.....	Jeffersonville

Porter, Bessie Maude.....	West Carlisle
Portz, Edwin Arthur.....	Stone Creek
Preston, Fred Dix.....	Athens
Price, John Daniel.....	New Straitsville
Prindle, Ellen .....	Youngstown
Rambo, Florence Marie.....	Zanesville
Ranlett, Foster Harold.....	Jersey City, N. J.
Reed, Hazel May.....	Piqua
Reed, Paul Foster.....	Uhrichsville
Reese, George Adam.....	Canton
Renshaw, Sam, Jr.....	Sugar Grove
Reynolds, Claire Lucile.....	Oberlin
Rogers, Ruth Estella.....	Amherst
Rucker, Robert Elliott.....	Rappsburg
Russell, Clara May.....	Shawnee
Rutledge, Ethel Cora.....	Transfer, Pa.
Schaefer, Emma May.....	Carroll
Schmalzle, Frieda Margaret.....	Twinsburg
Scott, Nelle Rutledge.....	Athens
Severe, Carrie .....	Vanatta
Severe, Jessie .....	Vanatta
Shaddock, Edith Leanna.....	Vermilion
Shira, Katherine Loos.....	La Rue
Shively, Earl Cranston.....	McArthur
Simmerman, Anna Edna.....	Northup
Sloan, John Tolbert.....	Trimble
Smith, Roy Wilfred.....	Stewart
Stage, William Addison.....	Lancaster
Starr, Dano Elmer.....	Athens
Stevenson, Anna Faye.....	Lancaster
Stoneburner, Alberta Clarace.....	Nelsonville
Strace, Nelle Mary Katherine.....	Logan
Stump, James Leonard.....	Frazesburg
Sutherland, David Lewis.....	Washington C. H.
Switzer, Charles Carroll.....	Athens
Syferd, Earl .....	Sabina
Tasaka, Hideji .....	Osaka, Japan
Tellier, Lawrence Stuart.....	Naples, N. Y.
Terrell, Lillian Esther.....	New Vienna
Thomas, Emmett Lorin.....	Gallipolis
Thorpe, Eva Marie.....	Caldwell
Timmerman, Warren Gust.....	Oak Harbor
Tom, Fred Lee.....	New Concord
Varner, May .....	Black Run
Verwohlt, Clarence Herman.....	Tiltonsville
Vincent, Elsie Vere.....	Van Wert
Voigt, Tillie Margaret.....	Holgate
Wagner, Mary Emma.....	Dennison

Walcott, Marlon .....	Greenwich
Wallace, Martha Esther.....	Nelsonville
Wark, Margaret Esther.....	Warren
Warrener, Mary Estelle.....	Athens
Webber, Robert Grover.....	Sistersville, W. Va.
Wheaton, Paul Millard.....	Athens
White, Alpheus Frank.....	Washington C. H.
White, James Henry.....	Chandlersville
Wilson, Archer Lasley.....	Jackson
Wilson, Harry Reynolds.....	New Mar'sville, W. Va.
Woodruff, Myrtle .....	North Fairfield
Wyckoff, Francis Marion.....	Athens
Wyeth, Cleo Dee.....	Johnstown
Yauger, Harry Thomas.....	New Lexington
Young, Flossie Aletha.....	New Marshfield
Young, Harry Curtis.....	Millersburg
Young, Herman H.....	Mogadore
Zimand, Elizabeth Sara.....	Brooklyn, N. Y.

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### IRREGULAR AND SPECIAL STUDENTS

Armstrong, Etta Mowry.....	Laurelville
Bailey, Laura Belle.....	Athens
Biern, Oscar Bernard.....	Huntington, W. Va.
Bishop, Lenore Belle, Ph. B.....	Westerville
Boghossian, Leon Hovsep.....	Teheran, Persia
Bowen, Nellie Edith.....	Cambridge
Burris, Mary Esther.....	Mt. Pleasant
Butler, Miriam Morris.....	Carrollton
Chan, Tingit Harry.....	Canton, China
Ching, Tin Koo.....	Batavia, Java
Chubb, Ida Maude.....	Corning, Iowa
Conkle, William Everett.....	Kelly's Island
Cook, Lewis T.....	Deerfield
Davis, Margaret Anne.....	Clay
Gimenez, Joaquin .....	Remedios, Cuba
Greathead, Elsie Selene.....	McConnellsburg, Pa.
Hasegawa, Kotaro .....	Tokio, Japan
Hoover, Ethel Arnold.....	Athens
Keckley, Clyde Uriah.....	Alliance
Kern, Lillian Lenore.....	Athens
Koons, Lena Imogene.....	Athens
Maxon, Edward Fuller.....	Coolville
Mello, de, Jose Carlos.....	Para, Brazil, S. A.
Miller, Charles Hizey, A. B.....	Millersport
Mooney, Mary Rachel.....	Athens
Morris, Mary Elizabeth.....	Youngstown
Palmer, Edith, Ph. B.....	Athens

Parks, Lulu Riley.....	Athens
Pfeiffer, Mabel Lillian.....	Charles City, Iowa
Pickering, Gertrude Gardner.....	Athens
Porter, Lena Mabel.....	Athens
Roberts, Sarah Ellen.....	Columbus
Robey, Harry Francis.....	Amsterdam
Saunders, A. Letha.....	Guysville
Scott, Anna May.....	Valparaiso, Ind.
Seiler, Marion .....	Sprankle's Mills, Pa.
Smith, Sandy Alexander.....	Athens
Stewart, Mabel Emma.....	Canisteo, N. Y.
Tong, Ka Chang.....	Canton, China
Waltermire, Arthur Beecher.....	Findlay
Wolfe, Carrie E.....	Athens
Woo, Mun Chee.....	Canton, China
Wyndham, Margaret .....	Tulsa, Okla.

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## FOURTH PREPARATORY

Alexander, Mary Ruth.....	Ghent
Alexander, Rosanna Blanche.....	Haverhill
Barker, Robert Ralph.....	Athens
Barton, Mary Ella.....	Worthington
Blosser, Frank Ray.....	Hicksville
Bowe, Flossie May.....	Bradner
Bryan, Wylie De Camp.....	Pt. Pleasant, W. Va.
Bundy, William Sanford.....	Athens
Busic, William Heseekiah.....	Mt. Sterling
Caldwell, Frances .....	Coolville
Carpenter, Walter Glenn.....	East Liberty
Chalmers, Jean Logan.....	Mineral City
Cline, Wallace McKinley.....	Wilkesville
Cochran, Fannie Helena.....	Dresden
Cochran, William Brook.....	Delaware
Core, Franklin John.....	Mt. Sterling
Courtright, Leona Effie.....	Lancaster
Cowan, Lizzie .....	Hudson
Crabbs, Peter Barkdull.....	Leavittsburg
Creighton, Omar Clark.....	New Holland
Davis, Claude Vernet.....	Ringgold
De Haven, Mabel Norma.....	Laurelville
Dickson, Amy Agnes.....	Bartlett
Dinsmoor, Clair Cather.....	Stewart
Dixon, Charles Gaddis.....	Hopedale
Duppstadt, Elsie Mary.....	Somerset
Fawcett, Dwight Ansley.....	Rushsylvania
Fletcher, Mary Ella.....	Athens

Gillogly, Mabel Rose.....	Albany
Goddard, Fred Benoni.....	Cutler
Graham, Miles McKindree.....	Logan
Gray, Charles Jennings.....	McArthur
Greisheimer, Essie Maud.....	Chillicothe
Grover, Faye .....	Pine Grove
Growden, Clarence Holmes.....	Chillicothe
Guthery, Gladys Norma.....	Delaware
Johnson, Grace Alice.....	Sharon Center
Knecht, Harry Philemon.....	Lancaster
Law, Christine Elizabeth.....	Chauncey
McIntyre, Beatrice Perdue.....	Bristolville
McIntyre, Jeanette Dorthula.....	Bristolville
Matson, Russell Elliott.....	Athens
Mergler, Paul William Darnoc.....	Mt. Washington
Miller, Benjamin Warren.....	Millwood, W. Va.
Miller, Lewis Harrison.....	Millwood, W. Va.
Partee, Blake Cameron.....	Evansport
Paugh, Charles Thomas.....	Coolville
Powell, Newman Minnich.....	Sonora
Powell, Roland Edgar.....	Sonora
Riley, Walter Emmett.....	Athens
Rush, Vona Leah.....	Orient
Sandwich, Freda Elizabeth.....	Woodville
Scott, Emma J.....	Spencer, W. Va.
Shupe, Nellie Gertrude.....	Kingston
Sinnett, Guy .....	Athens
Skinner, Charles Edward.....	Newark
Smith, Alma Elizabeth.....	Jackson
Smith, Carl Cleveland.....	Cadiz
Smith, Carl Emslie.....	Spring Valley
Strong, Ola Adelaide.....	Berlin Center
Thomas, Rosa Faye.....	Chesterhill
Van Valey, Gladys Lucile.....	Athens
Waggoner, Clada Ruth.....	Jewett
Ward, Mary .....	Athens
Williams, Effie Maude.....	Sharpsburg
Williams, Elmer Francis.....	Frankfort
Zenner, David Roe.....	Athens

### THIRD PREPARATORY

Abbott, Francis Canova.....	Chicago, Ill.
Albright, John Grover.....	New Holland
Allen, William Herbert.....	Athens
Barton, Clinton Carlos.....	Adelphi
Beatty, Benjamin Mackalee.....	Hillsboro

Biddle, Benjamin Harrison.....	Athens
Burt, William Everett.....	New Marshfield
Caldwell, Paul Holtz.....	Alledonia
Clark, Mary Ethel.....	Little Hocking
Dougan, Stanley .....	Chesterhill
Dye, Frank Argyle.....	Zanesville
Ewers, Pearl .....	Belmont
Fenzel, Frank William.....	Athens
George, Vesta Beulah.....	Greenfield
Gillilan, Katherine Lurene.....	Amesville
Gravina, Floyd Emerson.....	Ottawa
Groves, Charles Danford.....	Quaker City
Guthrie, Clara Edna.....	Alfred
Haley, Anna Agnes.....	Wheelersburg
Harbaugh, Gladys Eleanor.....	Hannibal
Harper, Walter Jean.....	Monday
Hemphill, Roberta May.....	Copley
Hewitt, Milo Ephraim.....	New Marshfield
Hixson, Emma Jean.....	Millfield
Hyde, Maurice Jerry.....	Trimble
Jackson, Frederick Augustus.....	Woodsfield
Jenkins, Ada Ethel.....	Berlin Heights
Krout, Webster Sherburn.....	Bremen
Lawton, Anna Malel.....	Barlow
Lawton, Helen Elizabeth.....	Barlow
Lawton, Mary Mildred.....	Barlow
Le Favor, Ella.....	Alfred
Lehman, Samuel George.....	Defiance
Leon, Lenard Koh.....	Singapore, Str. Set.
Mann, Samuel David.....	Athens
May, Ella Lucie.....	Athens
Merrick, Anna Marie.....	Kensington
Moore, Homer .....	Granville
Person, Errett A.....	Long Bottom
Person, Everett .....	Long Bottom
Rainey, Harvey Tullis.....	Trimble
Reeves, Sally Alston.....	Warren
Rhodes, Fred Lawwill.....	Cottageville, W. Va.
Schadle, Lula Estelle.....	Frankfort
Scott, Sara Elma.....	Mt. Pleasant
Shafer, Samuel Sullivan.....	Athens
Stage, John Edward.....	Lancaster
Walpole, Branson Alva.....	Malta
Welty, Mary Grace.....	Bremen
Wilkes, Lulu Constance.....	Athens

## SECOND PREPARATORY

Albright, Edward Emil.....	New Holland
Alexander, Floyd Wilder.....	Hicksville
Bean, Bailey F.....	Cadwallader
Beauman, Harry G.....	Mt. Sterling
Bell, Arl Mary.....	Athens
Bonawit, Ida Alberta.....	Rising Sun
Brandt, Chauncey Quay.....	Kilgore
Byington, Lavina .....	Lakeside
Caldwell, Samuel Clayton.....	Coolville
Carson, Ora Estelle.....	Hammondsville
Conkle, Albert Neil.....	Lancaster
Doan, Anna May.....	Coolville
Doan, Lenna Leota.....	Frost
Dutton, Clarence Edwin.....	Hockingport
Eby, Mary Floy.....	Ashland
Fahrer, David .....	Rushville
Falor, Gladys .....	New Baltimore
Gilbreth, Glen Hoffman.....	Coolville
Gilbreth, Mina Margaret.....	Coolville
Gotschall, Frank .....	Dyesville
Graham, Clark Wesley.....	Lancaster
Hagedorn, Jesse Orville.....	Clarington
Hall, Jesse Charles.....	Glouster
Hall, Lester Jones.....	Bremen
Harbaugh, Lela Mae.....	Hannibal
Hayes, Winifred Alice.....	Guysville
Hill, Clyde Gilman.....	Wheeling, W. Va.
Hughes, Cora Eloise.....	Lowell
Humphrey, Alice Elizabeth.....	Coolville
McNeal, Marjorie .....	Athens
Maxwell, Franklin Henry.....	West Union, W. Va.
Mikesell, Ray Everett.....	Black Run
Miller, Clarence Ambrus.....	Cooperdale
Nice, Ethel Belle.....	Athens
Nixon, Charles Eli.....	Junction City
Poole, Helen Irene.....	Atlanta, Ga.
Pryor, Gypsy Dora.....	Eastbank, W. Va.
Romine, Glen Mutchler.....	Athens
Sanford, Robert Mason.....	Defiance
Seifert, Russell Harrison.....	Bremen
Shepherd, Lulu Mary.....	Amsterdam
Shull, Clarence Andrew.....	Bremen
Stookey, Cody Ernest.....	Austin
Terrell, Cyrus Wesley.....	Gore
Trickett, Edytha Lucile.....	Chauncey
Weber, Maude Antoinette.....	Athens
Welch, Edwin Charles.....	Athens



Welday, Loraine .....	Creswell
Young, Earl Ellsworth.....	Millersburg

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## FIRST PREPARATORY

Allen, John Wilkin.....	Athens
Barkes, Glenn .....	Crabapple
Blackburn, Boyd Homer.....	Woodgrove
Bright, Ethel Grace.....	Crabapple
Burgess, Lloyd Penrose.....	Bartlett
Chapman, Clarence Orton.....	Dexter
Chubb, Catherine Downer.....	Athens
Climmer, Edwin Parker.....	Gillespieville
Clutter, Reno Miller.....	Athens
Cook, Cecil Herbert.....	Beebe
Deiber, John Levi.....	Beaver
Dixon, William Clinton.....	Athens
Fuller, Clara Blanche.....	New Plymouth
Goodrich, John Atherton.....	Lee's Creek
Henry, Almond Leroy.....	Athens
Hewitt, Grace Elizabeth.....	New Marshfield
Hill, Elizabeth Jane.....	Carrollton
Jeffers, Della .....	Shade
Kendall, Maggie May.....	Millfield
Ladkin, James F.....	Kimberly
Leyda, Albert Morlan.....	Cutler
Marshall, Lyman Freman.....	Athens
Mulligan, Flossie Anna.....	Athens
Nixon, Samuel John.....	New Straitsville
O'Connell, Charles Wilmer.....	East Springfield
Osborne, Lawrence Leroy.....	Hookers
Pinkerton, Clyde Donald.....	Athens
Roberts, Emmett Ephraim.....	McConnelsville
Shuler, Albert William.....	Guysville
Shuler, Anna Lucelia.....	Guysville
Smith, Lura Faynette.....	Dexter City
Stewart, Foss Elon.....	Beaver
Taylor, Earl .....	Trinway
Taylor, Wilma Beatrice.....	Coolville
Wash, Cecile Irene.....	Eastbank, W. Va.

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# STATE NORMAL COLLEGE

(Exclusive of the Summer Term, 1910)

## FIRST YEAR IN ELEMENTARY EDUCATION

Allison, Edna Corinne.....	Leith
Allison, Hulda May.....	Leith
Barkes, Glenn .....	Crabapple
Blackburn, Boyd Homer.....	Woodgrove
Bright, Ethel Grace.....	Crabapple
Burgess, Lloyd Penrose.....	Bartlett
Climmer, Edwin Parker.....	Gillespieville
Clutter, Reno Miller.....	Athens
Deiber, John Levi.....	Beaver
Dixon, William Clinton.....	Athens
Fuller, Clara Blanche.....	New Plymouth
Hall, Harold Burns.....	Proctorville
Hewitt, Grace Elizabeth.....	New Marshfield
Howard, Frances Eliza.....	Chauncey
Jeffers, Della .....	Shade
Kendall, Maggie May.....	Millfield
Ladkin, James F.....	Kimberly
Leyda, Albert Morlan.....	Cutler
Marshall, Lyman Freman.....	Athens
Miller, Garnet .....	Langsville
Mohler, Daniel Dee.....	Maxville
Mulligan, Flossie Anna.....	Athens
Nichols, Ethel May.....	Dyesville
Nixon, Samuel John.....	New Straitsville
O'Connell, Charles Wilmer.....	East Springfield
Osborne, Lawrence Leroy.....	Hookers
Roberts, Emmett Ephraim.....	McConnelsville
Shuler, Albert William.....	Guysville
Shuler, Anna Lucelia.....	Guysville
Skinner, Ethel Alice.....	Middleport
Sleeth, Lenora .....	Dyesville
Smith, Lura Faynette.....	Dexter City
Stewart, Foss Elon.....	Beaver
Taylor, Wilma Beatrice.....	Coolville
Wash, Cecile Irene.....	Eastbank, W. Va.
Wible, Bertha Beulah.....	Roxbury
Woodyard, Ethel Lady.....	Shade

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## SECOND YEAR IN ELEMENTARY EDUCATION

Bauer, Walter William.....	Portsmouth
Bean, Bailey F.....	Cadwallader
Bean, Bertha Estelle.....	Athens

Beumann, Harry G.....	Mt. Sterling
Bell, Arl Mary.....	Athens
Biedel, Clara Fern.....	Watertown
Bonawit, Ida Alberta.....	Rising Sun
Brandt, Chauncey Quay.....	Kilgore
Burdette, Libbie .....	Coal Grove
Byington, Lavina .....	Lakeside
Carson, Ora Estelle.....	Hammondsville
Dailey, Margaret Elizabeth.....	Lakeside
Danford, Montana .....	Beallsville
Doan, Anna May.....	Coolville
Doan, Lenna Leota.....	Frost
Eby, Mary Floy.....	Ashland
Gilbreth, Mina Margaret.....	Coolville
Gotschall, Frank .....	Dyesville
Graham, Clark Wesley.....	Lancaster
Grant, Mary .....	South Webster
Hagedorn, Jesse Orville.....	Clarington
Hall, Linnie Letitia.....	Athens
Harbaugh, Lela Mae.....	Hannibal
Hayes, Winifred Alice.....	Guysville
Hill, Clyde Gilman.....	Wheeling, W. Va.
Hoffman, Jennie Belle.....	Lancaster
Horton, Estella Florence.....	Oak Hill
Hughes, Cora Eloise.....	Lowell
Humphrey, Alice Elizabeth.....	Coolville
James, Carl Anderson.....	Zanesville
McNeal, Marjorie .....	Athens
Mikesell, Ray Everett.....	Black Run
Miller, Clarence Ambrus.....	Cooperdale
Miller, Josie Izella.....	Richmond Dale
Mincks, Rebecca .....	Coal Run
Nice, Ethel Belle.....	Athens
Nixon, Charles Eli.....	Junction City
Poole, Helen Irene.....	Atlanta, Ga.
Pryor, Gypsy Dora.....	Eastbank, W. Va.
Ramsey, Martin Newell.....	Jacobsburg
Redding, Anna Lou.....	Hammondsville
Romine, Glen Mutchler.....	Athens
Russell, Mary Luella.....	Sarahsville
Sanford, Robert Mason.....	Defiance
Shepherd, Lulu Mary.....	Amsterdam
Shull, Clarence Andrew.....	Bremen
Skinner, Mary .....	Barnesville
Slater, Charles Worthington.....	Millersport
Stansbury, William McClellan.....	Dyesville
Trickett, Edytha Lucile.....	Chauncey
Weber, Maude Antoinette.....	Athens

Welch, Edwin Charles.....	Athens
Welday, Loralne .....	Creswell
Wemer, Fred Wilson.....	Millfield
Woodyard, Helen Emily.....	Coolville
Young, Earl Ellsworth.....	Millersburg

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### THIRD YEAR IN ELEMENTARY EDUCATION

Abbott, Francis Canova.....	Chicago, Ill.
Albright, John Grover.....	New Holland
Barton, Clinton Carlos.....	Adelphi
Beatty, Benjamin Mackalee.....	Hillsboro
Brown, Clarence Oscar.....	Bremen
Burt, William Everett.....	New Marshfield
Dougan, Stanley .....	Chesterhill
Dye, Frank Argyle.....	Zanesville
Ewers, Pearl .....	Belmont
George, Vesta Beulah.....	Greenfield
Groves, Charles Danford.....	Quaker City
Guthrie, Clara Edna.....	Franked
Haley, Anna Agnes.....	Wheelersburg
Harbaugh, Gladys Eleanor.....	Hannibal
Hemphill, Roberta May.....	Copley
Hewitt, Milo Ephraim.....	New Marshfield
Hixson, Emma Jean.....	Millfield
Jackson, Frederick Augustus.....	Woodsfield
Jenkins, Ada Ethel.....	Berlin Heights
Lawton, Anna Mabel.....	Barlow
Lawton, Helen Elizabeth.....	Barlow
Lawton, Mary Mildred.....	Barlow
Le Favor, Ella.....	Alfred
Leon, Lenard Koh.....	Singapore, Straits S'ts
May, Ella Lucie.....	Athens
Merrick, Anna Marie.....	Kensington
Person, Errett A.....	Long Bottom
Person, Everett .....	Long Bottom
Rhodes, Fred Lawwill.....	Cottageville, W. Va.
Schadle, Lulu Estelle.....	Frankfort
Scott, Sara Elma.....	Mt. Pleasant
Shafer, Samuel Sullivan.....	Athens
Shelton, Kate .....	Springfield
Stage, John Edward.....	Lancaster
Walpole, Branson Alva.....	Malta
Welty, Mary Grace.....	Bremen
Wilkes, Lulu Constance.....	Athens

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## FOURTH YEAR IN ELEMENTARY EDUCATION

Alexander, Rosanna Blanche.....	Haverhill
Barker, Robert Ralph.....	Athens
Barnett, Mary Johnson.....	Corning
Barton, Mary Ella.....	Worthington
Benedict, Bess Mae.....	Greenwich
Berry, Ethel Alice.....	Barnesville
Bowe, Flossie May.....	Bradner
Bundy, William Sanford.....	Athens
Basic, William Heskiah.....	Mt. Sterling
Caldwell, Frances .....	Coolville
Carpenter, Walter Glenn.....	East Liberty
Chalmers, Jean Logan.....	Mineral City
Cline, Wallace McKinley.....	Wilkesville
Cochran, Fannie Helena.....	Dresden
Cochran, William Brook.....	Delaware
Courtright, Leona Effie.....	Lancaster
Cowan, Lizzie .....	Hudson
Davis, Claude Vernet.....	Ringgold
De Haven, Mabel N.....	Laurelville
Dickson, Amy Agnes.....	Bartlett
Fletcher, Mary Ella.....	Athens
Gillogly, Mabel Rose.....	Albany
Goddard, Fred Benoni.....	Cutler
Gray, Charles Jennings.....	McArthur
Greisheimer, Essie Maud.....	Chillicothe
Grover, Faye .....	Pine Grove
Growden, Clarence Holmes.....	Chillicothe
Guthery, Gladys Norma.....	Delaware
Hamilton, Belle .....	Hillsboro
Johnson, Grace Alice.....	Sharon Center
Knecht, Fannie Evangeline.....	Lancaster
Knecht, Harry Philemon.....	Lancaster
Law, Christine Elizabeth.....	Chauncey
McDonald, Flora Vista.....	McConnelsville
McIntyre, Beatrice Perdue.....	Bristolville
McIntyre, Jeanette Dorthula.....	Bristolville
Mergler, Paul William Darnoc.....	Mt. Washington
Miller, Benjamin Warren.....	Millwood, W. Va.
Powell, Roland Edgar.....	Sonora
Riley, Walter Emmett.....	Athens
Rush, Vona Leah.....	Orient
Sandwich, Freda Elizabeth.....	Woodville
Scott, Emma J.....	Spencer, W. Va.
Shupe, Nellie Gertrude.....	Kingston
Skinner, Charles Edward.....	Newark
Smith, Alma Elizabeth.....	Jackson

Smith, Carl Cleveland.....	Cadiz
Smith, Carl Emslie.....	Spring Valley
Strong, Ola Adelaide.....	Berlin Center
Thomas, Rosa Faye.....	Chesterhill
Tripp, Muriel Elizabeth.....	Holgate
Van Valey, Gladys Lucile.....	Athens
Varner, Charles Vinel.....	Toboso
Waggoner, Clada Ruth.....	Jewett
Ward, Mary .....	Athens
Williams, Effie Maude.....	Sharpsburg

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## FRESHMEN

Adams, Clara Angeline.....	Utica
Adams, Ella Jean.....	Highland
Adams, Mary Edna.....	Highland
Allen, Leta Edith.....	Huntsburg
Anderson, Margaret Risk.....	Youngstown
Anderson, Mary Emma.....	Portsmouth
Andrews, Mary Chase.....	McConnellsville
Ayers, Herbert Edwin.....	Gambier
Baker, Esther Viola.....	Amherst
Baldwin, Harley Eugene.....	Cortland
Bartlett, Gertrude .....	Waterford
Bean, Edgar Ellsworth.....	Athens
Black, Treva .....	North Eaton
Blake, Mary Rebecca.....	Nelsonville
Blumenthal, William Raphael.....	Cleveland
Boelzner, Lena Ellen.....	Athens
Bowles, Hal Chalfan.....	Dexter
Bracken, Marian Blanche.....	Kinsman
Brainerd, Arthur Alanson.....	Hartford, Conn.
Brehman, Hazel Beatrice.....	Bucyrus
Brookins, Allena May.....	Jackson
Burnett, Nina Marie.....	Sabina
Burns, Edna Primrose.....	McArthur
Burns, Loretta Virginia.....	Cleveland
Buswell, Nellie .....	Elyria
Cheadle, Georgia .....	Chillicothe
Chrisman, Oscie Dru.....	Athens
Chute, Berenice Fauney.....	Jacksonville
Clever, Nellie Elena.....	Lexington
Cline, Edna Blanche Clare.....	Albany
Connors, Anna Alexis.....	Salem
Cooperrider, Charles Knesal.....	Brownsville
Davis, Margaret .....	Wellston
Dawson, Ethel Verne.....	Coshocton
Dewhlrst, Clemmie Lillias .....	Huron
Dilger, Eva Beryl.....	Carroll

Dill, Edith Marian.....	S. Columbus
Dunstan, Flavia Adelaide.....	Granville
Figley, Alice Evelyn.....	Chillicothe
Finney, Florence Georgiana.....	McArthur
Fry, Lester Ray.....	Mogadore
Fulton, Norman .....	Shade
Fulwider, Robert Lester.....	Athens
Gaffner, Millie .....	Trenton, Ill.
Galbreath, Gerald Henry.....	Mt. Victory
Gee, Florence Elizabeth.....	Kinsman
Gifford, Clara May.....	Beckett
Graves, Sarah Birdella.....	Alexandria
Gross, Haidee Coral.....	West Unity
Grove, Elizabeth .....	Highland
Gutridge, Rollin Edward.....	Brownsville
Gwynn, Kathleen Jennet.....	Delaware
Hall, Ruth Eleanor.....	Pierpont
Hancher, Louise Eleanor .....	Nelsonville
Harden, Carrie Ellen.....	Dennison
Hartford, Margaret Belle.....	East Palestine
Hayes, Clara Genevieve.....	Athens
Hemphill, Roberta May.....	Copley
Hochart, Kathleen Marin.....	Cleveland
Hoodlet, Jacob James.....	Nelsonville
Horn, Mabel .....	Bellevue
Kahnheimer, Flora Rachel.....	Cardington
Katzenbach, Iva Lorea.....	Nelsonville
Katzenbach, Lucy Marie.....	Nelsonville
Kelley, Fred Foster.....	Athens
King, Edward Riley.....	Creola
Kirkendall, Rothbe Hammond.....	Creola
Kiser, Mary Arvesta.....	Piqua
Kochheiser, Freda Hazel.....	Bellville
Law, George Gun.....	Portland, Ore.
Lee, Ethel S.....	Dorset
Leyda, Mabel Irene.....	Cutler
Lowry, Rena Ruth.....	Zanesville
Lumley, Ethel .....	Rootstown
McDowell, Gladys Aileen.....	Worthington
McGinniss, Tirzah .....	Zanesville
McKinstry, Cassandra Bartlett.....	Athens
McNaughton, James Edgar.....	South Webster
Martin, Charles Harland.....	Athens
Martin, Edna Blanche.....	Athens
Mechlin, Russell Horace.....	Winchester
Mengert, Laura Reinhard.....	Lexington
Miller, Florence Agnes.....	Millersport
Miller, Marie Elizabeth.....	Piqua

Moore, Margaret Elizabeth.....	Martins Ferry
Moore, Walter Root.....	Athens
Moorehead, Flossie Ellen.....	Columbus
Morris, Dorothy Catherine.....	Magrew
Nixon, Ernest Leland.....	New Plymouth
O'Connor, Delia .....	Alice
O'Connor, Gertrude .....	Stewart
Ostermayer, Matilda .....	Canton
Parks, Sarah Isabelle.....	Cadiz
Pelley, Lura .....	Mingo Junction
Pelton, Mary Eleanor.....	Medina
Phillips, Mary Leah.....	Athens
Pine, Pauline Ethel.....	Washington C. H.
Porter, Bessie Maude.....	West Carlisle
Prindle, Ellen .....	Youngstown
Reed, Hazel May.....	Piqua
Reynolds, Claire Lucile.....	Oberlin
Rogers, Ruth Estella.....	Amherst
Russell, Clara May.....	Shawnee
Rutledge, Ethel Cora.....	Transfer, Pa.
Schaefer, Emma May.....	Carroll
Schmalzle, Frieda Margaret.....	Twinsburg
Scott, Nelle Rutledge.....	Athens
Severe, Carrie .....	Vanatta
Severe, Jessie .....	Vanatta
Shadduck, Edith Leanna.....	Vermillion
Shira, Katherine Loos.....	La Rue
Simmerman, Anna Edna.....	Northup
Smith, Roy Wilfred.....	Stewart
Stage, William Addison.....	Lancaster
Starr, Dano Elmer.....	Athens
Stevenson, Anna Faye.....	Lancaster
Stoneburner, Alberta Clarace.....	Nelsonville
Stracke, Nelle Mary Katherine.....	Logan
Syferd, Earl .....	Sabina
Tasaka Hideji .....	Osaka, Japan
Tellier, Lawrence Stuart.....	Naples, N. Y.
Terrell, Lillian Esther.....	New Vienna
Varner, May .....	Black Run
Vincent, Elsie Vere.....	Van Wert
Volgt, Tillie Margaret.....	Holgate
Walcott, Marion .....	Greenwich
Wark, Margaret Esther.....	Warren
White, James Henry.....	Chandlersville
Wilson, Archer Lasley.....	Jackson
Woodruff, Myrtle .....	North Fairfield
Wyckoff, Francis Marion.....	Athens
Wyeth, Cleo Dee.....	Johnstown



Yauger, Harry Thomas.....	New Lexington
Young, Flossie Aletha.....	New Marshfield
Young, Harry Curtis.....	Millersburg
Young, Herman H.....	Mogadore

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## SOPHOMORES

Aber, Nina Conner.....	Toronto
Alkire, Abraham Ross.....	Mt. Sterling
Armstrong, Lyman Walter.....	Bellville
Artherholt, Floy Frances.....	Garrettsville
Ashton, Mary Maud.....	Reynoldsburg
Batterson, Iva Pearl.....	Bryan
Beelman, Letha Elnora.....	Chicago
Blizzard, Alpheus W.....	Basil
Blythe, Roy Rukenbrod.....	Carrollton
Boneysteele, Park Lowe.....	Bellaire
Boyles, Ethel Vida.....	North Lewisburg
Brown, Mary Isabella.....	Caldwell
Buch, Caroline Mary Ella.....	Massillon
Buchanan, Edith Amanda.....	Basil
Buchanan, James William.....	Basil
Case, John Gail.....	Croton
Cline, Elizabeth Faye.....	Albany
Copeland, Edna Florence.....	Athens
Covert, Tobias Castor.....	Loudonville
Cranmer, Harvey Edward.....	Athens
Crisenberry, Virginia May.....	Cardington
Danford, Marion Blanche.....	McConnelsville
De La Rue, Harry.....	Jenersonville
Dover, Kate .....	McConnelsville
Dunlap, Oscar Ellsworth.....	Flushing
Dutnell, Isabella Louisa.....	North Ridgeville
Eldridge, Anna Elizabeth.....	Cutler
Farquhar, Winonia Josephine.....	Gambier
Fawcett, Marshall Lee.....	Rushsylvania
Flohr, John William.....	Rushville
Fulwider, Albert Paul.....	Athens
Gillilan, Paul McVay.....	Salt Lake City, Utah
Hanna, Mary Isabel.....	Cadiz
Hauschildt, Lillian Mabel.....	Piqua
Hawk, Bessie Alice.....	Newcomerstown
Henry Virgene Woodworth.....	Athens
Johnston, Winifred Christine.....	Farmdale
Jones, Anna Laura.....	Ironton
Keck, Olive Millicent.....	Westerville
Kelley, Margaret Beatrice.....	Freeport
King, Elizabeth Eulalia.....	Glouster

King, John .....	Newark
Knowlton, Cora Belle.....	Athens
Lenhart, Katherine Elizabeth.....	Welchfield
Ludlow, Doris .....	Piqua
McCombs, Mamie .....	Youngstown
McCormick, Edith McMinn.....	Kinsman
McFarland, Anna Campbell.....	Warren
McKee, Helen Josephine.....	Caldwell
McNaughton, Birdie Lillie.....	Brecksville
McVay, Francis Halbirt.....!	Beverly
Merritt, Kathleen Wood.....	Athens
Micklethwaite, Gilbert Richard.....	Portsmouth
Miesse, Florence Marguerite.....	Chillicothe
Miller, Dorothy Devore.....	Mingo
Morris, Hattie Ellen.....	Carroll
Morris, Mary Jane.....	Magrew
Morton, Robert Lee.....	Brownsville
Nier, Norma Martha.....	Sandusky
Norris, George Newton.....	Stewart
Ogan, Louise .....	McArthur
Pake, Edward Howe.....	Bainbridge
Parker, Leone .....	Huron
Parker, Sidney Lester.....	Athens
Patterson, Anna Gail.....	Shadyside
Ploeger, Gertrude .....	Cleveland
Powers, Grace Sheldon.....	Hudson
Prine, Maud Harriet.....	Ashtabula
Reid, Alice Averre.....	Martins Ferry
Ricketts, Carrie Edith.....	Sugar Grove
Ringwald, Pearl Marie.....	Chillicothe
Robinson, Anna Elizabeth.....	Newark
Shane, Florence Winona.....	Steubenville
Sharp, Charles Forrest.....	Lucasville
Snow, Charlotte Louise.....	Brecksville
Stoll, Norma Anna.....	Sandusky
Stowe, Reba E.....	Highland
Taylor, Arthur Hamilton.....	McArthur
Taylor, Eunice Loa.....	McArthur
Tidd, Harland Owen.....	Williamsfield
Treudley, Ruth .....	Athens
Wagoner, Bertha Adelle.....	Cutler
Ward, Erwin John Boyd.....	Perrysburg
Wark, Mary Platt.....	Warren
Watson, Carrie Edith.....	Bellville
Wiley, Nathaniel .....	Kimball, W. Va.
Williams, Freda E.....	Athens
Winn, Mabel Elizabeth.....	Rutland

Young, Fred M.....	Mt. Sterling
Zieger, Mary Althea.....	New Middletown

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## JUNIORS

Atkinson, Zella Fern.....	Zanesville
Ayers, Etta Cornelia.....	Gambier
Ayers, Helen Florence.....	Gambier
Beckley, Harry Clyde.....	McArthur
Bingman, Carl Wilson.....	Frost
Bower, Allen McClellan.....	Coshocton
Cable, Will Ransom.....	Athens
Carpenter, Franklin Clyde.....	Athens
Collins, Jacob Roland.....	Athens
Comstock, Joseph Hooker.....	Athens
Coovert, Edward Alexander.....	Eldorado
Cosler, Marie Shank.....	Dayton
Duga, Nettie Sara.....	Bellaire
Easton, Frank Carroll.....	Columbus
Eaton, Mary Jane.....	Circleville
Elson, Harold Altair.....	Athens
Evans, Amy Cole.....	Portsmouth
Fattig, Perry Wilbur.....	Athens
Flesher, Orion Herbert.....	Middleport
Gibson, Bessie Irene.....	Amesville
Goldsworthy, John .....	Glouster
Gorslene, Bessie Mabel.....	Athens
Heidelbaugh, Newton Byron Shaw.....	Port William
Hickox, Jay Gilmore.....	Novelty
Irish, Edna Christine.....	Keosauqua, Iowa
Kerr, De Witt Culler.....	Hicksville
Knight, Charles Kelley.....	Athens
McBee, Harry Brunner.....	Athens
McGuire, Zoa .....	Marion
McLean, Mary Elizabeth.....	East Liverpool
Merrin, Anna Glady's.....	Mt. Vernon
Morris, Leota Blanche.....	Harrisville
Murphy, Elizabeth Ann.....	Higginsport
Plummer, Florene .....	Williamsport
Powell, Mary Annette.....	Sonora
Price, Marie Louise.....	Athens
Putnam, Harriet Lamb.....	Athens
Ridenour, Clarence Ray.....	New Lexington
Rigby, Hazel Elizabeth.....	East Liverpool
Roach, Louise .....	Athens
Shilliday, Clarence Lee.....	New Milford
Smith, Benjamin Franklin.....	New Marshfield
Stailey, Charles Elmo.....	Athens

Starkey, Edith Belle.....	New Lexington
Sutherland, Marguerite Gow Henderson.....	Warren
Teeling, Rudy Bell.....	Millersburg
Todd, Hazel Estelle.....	Warren
Van Dyke, Stella May.....	Athens
Van Meter, Mella.....	Marion
Vanderslice, Marie Llewellyn.....	Athens
Walls, Callie King.....	Athens
Wenrick, Key Elizabeth.....	Canton
Wheaton, Fred Shepper.....	Athens

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## SENIORS

Andrews, Adda May.....	Glouster
Baker, Helen Weber.....	Zanesville
Barnes, Bernice Belle.....	Bowerston
Bean, Leo Chapman.....	Gallipolis
Bishop, Homer Guy.....	Athens
Blackstone, Alva E.....	Cumberland
Boelzner, Wilhelmina Rosina.....	Athens
Coultrap, Manley Lawrence.....	McArthur
Cronacher, Edith Lillian.....	Ironton
Dickerson, Harlan Jewett.....	South Zanesville
Elson, Delma Viola.....	Athens
Erf, George Arthur.....	Monroeville
Finsterwald, Fredia .....	Athens
Flegal, Edna Elizaoeth.....	Zanesville
Flegal, Margaret Catherine.....	Zanesville
Forsyth, Florance D.....	Monongahela, Pa.
Howell, Mabel Roxy.....	McArthur
Jacobs, Arlington Brazil Cole.....	Lexington
Junod, Grace Marie.....	Athens
Landsittel, Frederick Conrad.....	Amanda
McCorkle, Walker Ellsworth.....	Dawson
Miller, Ernest Carl.....	Lorain
Miller, Harry Percy.....	Athens
Miller, Orla Glen.....	Athens
Mitchell, Eva Louise.....	Pt. Pleasant, W. Va.
Portz, Edward .....	Newcomerstown
Putnam, Virgene .....	Athens
Russell, John Edgar.....	S. Burgettstown, Pa.
Sanzenbacher, Elizabeth Pauline.....	Piqua
Shupe, Lloyd Merle.....	Amanda
Soule, Mary Minnie.....	Wilkesville
Taylor, Barnett Winning.....	Hendrysburg
Tewksbury, Carl Logan.....	Blanchester
White, Clyde Lawrence.....	Coolville

Wilkes, Ernest Constantine.....	Athens
Wood, Leland Samuel.....	Andover

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## POST GRADUATES

(Candidates for B. Ped and M. Ped.)

Bean, Cecil Calvert, Ph. B.....	Athens
Cherrington, Frederick William, A. B...	Chillicothe
Corbett, John, A. B.....	Athens
Dixon, Asher Hooper, A. B., B. Ped.....	Tekamah, Nebr.
Kaler, Mary Engle, Ph. B.....	Athens
Leroy, Verne Emory, A. B.....	Athens
Martzolff,, Clement Luther, B. Ped.,	Athens
M. •Ped.....	
Oldt, Joel Calvin, A. B.....	Euclid
Rapp, Mary Agatha, A. B.....	Sabina
Richardson, Edward Riley, A. B.....	Woodstown, N. J.
Sherman, Alice, A. B.....	Wilmington
Simon, Mary Anna, Ph. B.....	Piqua
Skinner, Beverly Oden, Ph. B.....	Athens

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## SPECIAL NORMAL

(Including Extension Classes at Nelsonville, Logan, Jackson, and Pomeroy)

Andrew, Lou Edna.....	Nelsonville
Armstrong, Etta Mowry.....	Laurelville
Barnes, Priscilla .....	Pomeroy
Bell, Bryce .....	Jeffersonville
Bouts, John Harry.....	South Webster
Bright, Martha Louise.....	Logan
Brooks, M. Ruth.....	Logan
Buchhagen, Edna Marie Priscilla Helen.	Steubenville
Burris, Mary Esther.....	Mt. Pleasant
Butler, Miriam Morris.....	Carrollton
Cagg, Miles Herbert.....	Nelsonville
Chan, Tingit Harry.....	Canton, China
Christman, Mary Edith.....	Coalton
Church, Verlie .....	Pomeroy
Clifton, John LeRoy.....	Mendon
Coe, Sylvia Rosabell.....	Athens
Conkle, William Everett.....	Kelly's Island
Davis, Margaret Ann.....	Clay
Davis, Pennoky .....	Jackson
Davis, William Newell.....	Oak Hill
Davis, Winifred Jane.....	Oak Hill
Dennison, Maude Geraldine.....	Lockwood

Dixon, John Herbert.....	Murray
Dotterer, Martha Ann.....	Lepsic
Ehmann, Vernella .....	Bucyrus
Entsminger, Helen .....	Middleport
Finney, Florence Estelle.....	Logan
Ford, Katherine .....	Lima
French, Joanna Carrie.....	Jackson
Garland, Ethel .....	Minersville
Gaskill, Pearley .....	Athens
Gerke, Anna Loraine.....	Rayland
Grady, G. Otto.....	Logan
Greathead, Elsie Selene.....	McConnellsburg, Pa.
Goodrich, John A.....	Lees Creek
Green, Dora Nell.....	Logan
Gross, Carl Lenox.....	Athens
Hall, William Loring.....	Copley
Hampton, Roxy May.....	Nelsonville
Harris, Anne Jeannette.....	Youngstown
Harrold, Stella Marie.....	Nelsonville
Hawk, Harry Elvin.....	New Marshfield
Herrold, Daisy Irene.....	Nelsonville
Herrold, Rosa Ella.....	Nelsonville
Hickox, Edna Eliza.....	Novelty
Hill, Junell May.....	Corning
Hoffman, Jennie Belle.....	Lancaster
Hoop, Laura .....	Jackson
Hoopes, Laura May.....	Chagrin Falls
Huston, Howard Ray.....	Junction City
Hutchins, Flora Estelle.....	Nelsonville
Jones, Earl Lesley.....	Nelsonville
Johnston, Vevay Grace.....	Little, Ky.
Karr, Anna .....	Syracuse
Karr, Gladys Evelyn.....	Syracuse
Karr, Lucile .....	Pomeroy
Keller, Anna M.....	Logan
Kendall, Eva Kathleen.....	Jackson
Kinney, Grace Marion.....	Nelsonville
Koons, Lena Imogene.....	Athens
Lemon, Mary F.....	Logan
Livingston, Lena .....	Hamersville
Ludwick, Audra Marie.....	Stewart
McCray, Mary E.....	Logan
McKee, Effie .....	Nelsonville
McLaughlin, Lillie .....	Chagrin Falls
McManigal, Jessie C.....	Logan
Mace, Lulu Edna.....	Athens
Macklin, Mirza Myrtle.....	Tarleton
Major, Virgie E.....	Pomeroy

Matheny, Clarence Albert.....	Zaleski
Merrick, Charles E.....	Kensington
Merrick, William Russell.....	Kensington
Miller, Ada Florence.....	Jackson
Moore, Minnie .....	Logan
Palmer, Minnie .....	Rootstown
Perry, Louise Rebecca.....	Nelsonville
Perry, Mary .....	Nelsonville
Phillips, Mary Louetta.....	Delaware
Plummer, Ruby Magdalene.....	Jackson
Reuter, Fannie Eliza.....	Nelsonville
Reynolds, Estelle M.....	Nelsonville
Riley, Walter Emmett.....	Athens
Rochester, Ella McBride.....	Logan
Roome, Elizabeth .....	Sistersville, W. Va.
Root, Alexander .....	Coolville
Root, Mary L.....	Pomeroy
Rucker, Ethelinda .....	Rappsburg
Saunders, A. Letha.....	Guysville
Scott, Beulah Lorene.....	Nelsonville
Seltz, Emma .....	Pomeroy
Sharp, David Benjamin.....	Athens
Smith, Sophia E.....	Logan
Smith, Winifred Racinia....	Pomeroy
Spracklen, Arloa Janiza.....	Kenton
Starr, Elma Vera.....	Athens
Strentz, Estella H.....	Logan
Stauffer, Cela Louise.....	Clarrington
Stearns, Naomi Cevilla.....	Toledo
Swift, Martha Agnes.....	Jackson
Talbott, John Sherman.....	Beverly
Tarbill, Alice .....	New Holland
Theobald, Hedwig .....	Columbus
Thrash, Curtis Monroe.....	Carroll
Tracy, Arthur Clyde.....	Cutler
Tracy, Everett J.....	Pomeroy
Tracy, Gertrude B.....	Logan
Trinter, Lydia Elizabeth.....	Vermillion
Tong, Ka Chang.....	Canton, China
Utrup, August George.....	Glandorf
Verity, Maud Harrold.....	Nelsonville
Walker, Lillian May.....	Bruin, Pa.
Wallace, Martha Esther.....	Nelsonville
Wallace, Elsie Gertrude.....	Nelsonville
Waltermire, Arthur Beecher.....	Findlay
Westenhaver, Emma .....	Logan
White, Annie .....	Logan
White, Rose W.....	Logan

Williams, Winifred Lelia.....	Athens
Woo, Mun Chee.....	Canton, China
Young, Howard Oral.....	Lowell

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**CLASS OF 1910**

Allen, Walter Osman.....	New Plymouth
Andrew, Lou Edpa.....	Cincinnati
Bohrer, Jay Verne.....	Toledo
Cash, Hamilton La Rue.....	New Marshfield
Cooley, Calla Ernestine.....	Athens
Cooper, David Miller.....	Athens
Cromer, Horace Emerson, A. B.....	Springfield
Cromer, Paul Eli.....	Springfield
Deputy, Mary Lee.....	Worthington, Ind.
Hammond, Ernest .....	Milan
Johnson, Helen Almarine.....	Nelsonville
Jones, Evan Johnson.....	Athens
Lindsay, Madge .....	Bridgeport
Lively, Ora Clyde.....	Wellston
Perkins, Ione Marie.....	McArthur
Richeson, John Jacob.....	Lees Creek
Richmond, Winifred Vanderbilt.....	New Marshfield
Walls, Louise King.....	Athens

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**NORMAL COLLEGE GRADUATES, 1910****DIPLOMAS WITH DEGREE OF B. PED.**

Allen, Walter Osman.....	New Plymouth
Cromer, Horace Emerson.....	Springfield
Deputy, Mary Lee.....	Worthington, Ind.
Hammond, Ernest .....	Milan
Richeson, John Jacob.....	Lees Creek
Richmond, Winifred Vanderbilt.....	New Marshfield

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**DIPLOMA WITH DEGREE OF. M. PED.**

Martzolff, Clement Luther.....	Athens
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**DIPLOMAS IN ELEMENTARY EDUCATION**

Aber, Nina C.....	Toronto
Batterson, Iva Pearl.....	Bryan
Evans, Amy Cole.....	Portsmouth
Glenn, Hazel Mary.....	Gallipolis
Keck, Olive Millicent.....	McArthur
Knowlton, Cora Belle.....	Athens
Kratsch, Emma .....	Massillon



Lenhart, Katherine Elizabeth.....	Welshfield
Leyda, Mabel Irene.....	Cutler
McGuire, Zoa .....	Marion
McNaughton, Birdie Lillie.....	Brecksville
Ploeger, Gertrude .....	Cleveland
Porter, Bessie Maud.....	West Carlisle
Powers, Grace Sheldon.....	Hudson
Robinson, Anna Elizabeth.....	Newark
Snow, Charlotte Louise.....	Brecksville
Watson, Carrie Edith.....	Bellville

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**DIPLOMAS IN PUBLIC SCHOOL MUSIC**

Brown, Mary Isabella .....	Caldwell
Danford, Marion Blanche.....	McConnelsville
Plummer, Ruby Magdalene.....	Jackson
Starr, Elma Vera.....	Athens
Theobald, Hedwig .....	Columbus

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**DIPLOMAS IN PUBLIC SCHOOL DRAWING**

Eaton, Mary Jane.....	Circleville
Putnam, Harriet Lamb.....	Athens
Winn, Mabel Elizabeth.....	Rutland

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**DIPLOMAS IN KINDERGARTEN EDUCATION**

Ayers, Helen Florence.....	Gambier
Farquhar, Winonia Josephine.....	Gambier
Miller, Dorothy DeVore.....	Mingo

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**SUMMARY**

First Year in Elementary Education.....	37
Second Year in Elementary Education.....	56
Third Year in Elementary Education.....	37
Fourth Year in Elementary Education.....	56
Freshmen .....	136
Sophomores .....	90
Juniors .....	53
Seniors .....	36
Post Graduates .....	13
Special Normal .....	120
Class of 1910.....	18
Normal College Graduates, 1910.....	35

Total .....	687
Deducting names counted twice.....	38

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Total different students..... 649

## ELECTRICAL ENGINEERING

## Second Year

Achor, James Harvey.....	New Vienna
Alspach, Jesse D.....	Canal Winchester
Ashbaugh, Robert Paul.....	Bremen
Bailey, Clyde Martin.....	Waterford
Boyd, Bert Dennis.....	Canal Winchester
Clouse, John Henry.....	Junction City
Cook, Frank E.....	Richmond, Ind.
Eakin, Charles Thornton.....	Negley
Fent, Homer .....	Mendon
Flood, John William.....	Rushville
Glazier, Myron Selby.....	Amesville
Hoisington, Ned Phillips.....	Amesville
Hoover, Ira Morrison.....	Ashville
Housel, Clay De Witt.....	Mogadore
Hughes, Alonzo Bayard.....	Key
Jasinsky, Dorca Lloyd.....	Rushsylvania
Kilbury, Levi Earl.....	West Jefferson
Lenhart, Vinton Raymond.....	Coshocton
McFarland, Heber .....	Center Belpre
Meredith, Irwin Cecil.....	Long Bottom
Miller, Rev Whittaker.....	New Paris
Patterson, Jay Robert.....	Shiloh
Reinhold, Harry Edmont.....	New Philadelphia
Shields, Buren Riley.....	Crooksville
Silvus, William Green.....	Athens
Sloan, John Tolbert.....	Trimble
Stine, Walter Cleveland.....	Creola
Stine, Wilmer Evert.....	Santoy
Stout, Orin Clark.....	Stoutsville
Stout, Percy Ray.....	Stoutsville
Tasaka, Hideji .....	Osaka, Japan
Taylor, Barnett Winning.....	Hendrysburg
Taylor, Mason Elijah.....	Jamestown
Taylor, Zera Gibson.....	Petrolia, Pa.
Teeling, Rudy Bell.....	Millersburg
Timmerman, Warren Gust.....	Oak Harbor
Voigt, Eugene John.....	Holgate
Watkins, Sidney .....	Luhrig
Welsh, John Douglas.....	Carpenter

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## First Year

Allen, John Wilkin.....	Athens
Applegate, Elmer Ray.....	Antwerp
Brainerd, Arthur Alanson.....	Hartford, Conn.
Boneysteele, Park Lowe.....	Bellaire

Burgoon, John Alden.....	Athens
Chaney, Norval Clifton.....	Fayetteville
Ching, Tin Koo.....	Batavia, Java
Davis, David Albert.....	Oak Hill
De Kort, Morris Adrian.....	Chagrin Falls
Dulaney, Frank Montraville.....	Stockport
Elson, Harold Altair.....	Athens
Foley, Winthrop Edwin.....	Beverly, Mass.
Foreman, John Lee.....	Mt. Victory
Gillilan, Paul McVay.....	Salt Lake, Utah
Gonsalez, Lorenzo .....	Trujillo, Venezuela
Helfrich, John Wert.....	Carrollton
Icenhour, Schuyler Clifford.....	Hemlock
Jones, Evan Elson.....	Oak Hill
Knecht, Harry Philemon.....	Lancaster
McAllister, Leslie Charles.....	Carbon Hill
Markey, Herbert .....	Dayton
Marmon, Harry Richardson.....	Mt. Victory
Matson, Russell Elliott.....	Athens
Mello, de, Jose Carlos.....	Para, Brazil, S. A.
Miller, Ernest Carl.....	Lorain
Paugh, Charles Thomas.....	Coolville
Stone, Sidney .....	Columbus
Stright, Robert Harold.....	New Marshfield
Trimble, Harry Bane.....	Jacobsburg
Utrup, August George.....	Glandorf
Van Dyke, Ralph Arthur.....	Athens
Walker, Robert Herman.....	New Marshfield
Whipple, Howard Everett.....	Chesterland
White, Clyde Lawrence.....	Coolville
Wilson, Harry Reynolds.....	New Mar'sville, W.Va.
Yauger, Harry Thomas.....	New Lexington

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## CIVIL ENGINEERING

## First Year

Alspach, Jesse D.....	Canal Winchester
Ashbaugh, Robert Paul.....	Bremen
Balley, Clyde Martin.....	Waterford
Boyd, Bert Dennis.....	Canal Winchester
Du Bois, Herman Henry.....	Vigo
Fisher, Hugo Carl.....	New Bedford
Gibson, Clyde Owen.....	Amesville
Hoisington, Ned Phillips.....	Amesville
Hughes, Alonzo Bayard.....	Key
Icenhour, Schuyler Clifford.....	Hemlock
Joyce, Frank Matthew.....	Canaanville
Law, George Gun.....	Portland, Oregon

Lenhart, Vinton Raymond.....	Coshocton
Licht, Paul Victor.....	East Palestine
McDougall, Gilbert Woodworth.....	Athens
McFarland, Heber .....	Centre Belpre
Matthews, Harry Gardner.....	Lancaster
Miller, Rev Whittaker.....	New Paris
Pownall, Horton Calahan.....	Pomeroy
Price, John Daniel.....	New Straitsville
Reese, George Adam.....	Canton
Reinhold, Harry Edmont.....	New Philadelphia
Sharp, Chester Lee.....	Sugar Grove
Sloan, John Tolbert.....	Trimble
Smith, Sandy Alexander.....	Athens
Stine, Walter Cleveland.....	Creola
Taylor, Mason Elijah.....	Jamestown
Taylor, Zera Gibson.....	Petrolia, Pa.
Van Dyke, Ralph Arthur.....	Athens
Yoakem, Foster Mendenhall.....	Vigo
Zenner, David Roe.....	Athens

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### Second Year

Blythe, Donald Rukenbrod.....	Carrollton
Boneysteele, Park Lowe.....	Bellaire
Carr, George E.....	Stockport
Clark, William Allen.....	Junction City
Connett, George Loring.....	Athens
Connett, Raymond Wendell.....	Athens
Cooper, David Miller.....	Athens
Gimenez, Joaquin .....	Remedios, Cuba
Golden, James Brown.....	Athens
Griner, Harry Garfield.....	Amanda
Halbirt, Earl W.....	Canaanville
Hopkins, Homer Smith.....	Marengo
Hustis, Harold Milton.....	Brinckerhoff, N. Y.
Kelley, Paul Hastings.....	Freeport
Ranlett, Foster Harold.....	Jersey City, N. J.
Riley, Dwight Albin.....	Athens
Sherman, George Leslie.....	Athens
Stewart, Charles G.....	Hockingport
Strait, Noyce Worstall.....	Zanesville
Tom, Fred Lee.....	New Concord
Van Gundy, Clarence William.....	Chillicothe
Verwohlt, Clarence Herman.....	Tiltonsville
Watson, Martin Wallace.....	Racine
Wolf, William Fenton.....	Nelsonville
Yoakem, Thomas Douglas.....	Vigo

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# SCHOOL OF COMMERCE

## TWO-YEAR COLLEGIATE COMMERCIAL COURSE

Finished in 1910

Beckley, Harry Clyde.....	McArthur
Cranmer, Harvey Edward.....	Athens
Grady, William Earl.....	Nelsonville
Hasegawa, Kataro .....	Tokio, Japan
Moler, Arthur Lee.....	Athens
Parks, Hugh Whiteford.....	Cadiz
Pownall, Horton Calahan.....	Pomeroy

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## TWO-YEAR COLLEGIATE COURSE FOR TEACHERS OF STENOGRAPHY

Finished in 1910

Cable, William Ransom.....	Athens
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## SECOND COLLEGIATE YEAR

Alkire, Abraham Ross.....	Mt. Sterling
Blackstone, Alva E.....	Cumberland
Case, John Gail.....	Croton
Forsyth, Florance D.....	Monongahela, Pa.
Junod, Grace Marie.....	Athens
Palmer, John Alonzo.....	Athens
Tewksbury, Carl Logan.....	Blanchester
White, Alpheus Frank.....	Washington C. H.
Young, Fred M.....	Mt. Sterling

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## FIRST COLLEGIATE YEAR

Baker, George Krauth.....	Zanesville
Bean, Edgar Ellsworth.....	Athens
Bethel, Raymond Culver.....	Plainview, Tex
Blackford, Charles Alfred.....	Eldorado
Cable, Julia Luella.....	Athens
Carpenter, Franklin Clyde.....	Athens
Cline, Wallace McKinley.....	Wilkesville
Coovert, Edward Alexander.....	Eldorado
Dougan, Stanley .....	Chesterhill
Drake, Maude Marian.....	Athens
Fawcett, Marshall Lee.....	Rushsylvania
Flesher, Orion Herbert.....	Middleport
Galbreath, Gerald Henry.....	Mt. Sterling
Kelley, Fred Foster.....	Athens
Lash, Mayme Belle.....	Athens

Lax, Margaret Naomi.....	Nelsonville
Lewis, Ralph Amos.....	Sabina
McBee, Harry Brunker.....	Athens
Martin, Charles Harland.....	Athens
Moore, Walter Root.....	Athens
Reed, Hazel May.....	Piqua
Smith, Roy Wilfred.....	Stewart
Sutherland, David Lewis.....	Washington C. H.
Wheaton, Fred Shepper.....	Athens
Wilson, Archer Lasley.....	Jackson

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### SPECIAL COURSE COMPLETED IN 1910

Adamson, Anna Isabelle (Accounting and Stenography) .....	Nelsonville
Alkire, Abraham Ross (Accounting)....	Mt. Sterling
Baker, George Krauth (Accounting)....	Zanesville
Blackstone, Alva E. (Accounting).....	Cumberland
Case, John Gail (Accounting).....	Croton
Coovert, Edward Alexander (Account- ing and Stenography).....	Eldorado
Dixon, Charles Gaddis (Accounting)....	Hopedale
Dougan, Stanley (Accounting).....	Chesterhill
Hulbert, Harry Heiman (Accounting)...	Guysville
Love, Bessie E. (Stenography).....	Athens
Ludwick, Audra Maria (Accounting)...	Stewart
Maxwell, Robert Alfred (Accounting and Stenography) .....	Athens
Merrell, Frederick (Accounting and Stenography) .....	Cutler
Miller, Earle Augustus (Stenography)..	Athens
Palmer, John Alonzo (Stenography)....	Athens
Parks, Hugh Whiteford (Stenography)..	Cadiz
Schloss, Mary Magdalene (Stenography)	Athens
Tewksbury, Carl Logan (Accounting)..	Athens
Tewksbury, Abbie Merle (Accounting)..	Athens
Young, Fred M. (Accounting).....	Mt. Sterling

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### REVIEW, SPECIAL, AND COURSE UNFINISHED

Abbott, Francis Canova.....	Chicago, Ill.
Achor, James Harvey.....	New Vienna
Allen, William Herbert.....	Athens
Alspach, Jesse D.....	Canal Winchester
Applegate, Elmer Ray.....	Antwerp
Ashbaugh, Robert Paul.....	Bremen
Bailey, Clyde Martin.....	Waterford
Bare, Leslie Thompson.....	Hannibal
Bartlett, Gertrude .....	Waterford

Bash, Edwin Wallace.....	White Cottage
Bean, Cora Lee.....	Towner, N. Dak.
Bishop, Lenore Belle.....	Westerville
Blizzard, Alpheus W.....	Basil
Blythe, Roy Rukenbrod.....	Carrollton
Boghossian, Leon Hovsep.....	Teheran, Persia
Boneysteele, Park Lowe.....	Bellaire
Boyd, Bert Dennis.....	Canal Winchester
Brainerd, Arthur Alanson.....	Hartford, Conn.
Brodes, Oran .....	Bourneville
Broomhall, Charles James.....	Zanesville
Burleigh, Viola May.....	Athens
Burt, William Everett.....	New Marshfield
Byrne, Eldon Emmett.....	Guysville
Caldwell, Paul Holtz.....	Alliedonia
Carr, Alberta Hamilton.....	Athens
Carr, George E.....	Stockport
Cherrington, Harold Edgar.....	Athens
Cheshire, Bessie Mabel.....	Burlington, W. Va.
Clouse, John Henry.....	Junction City
Clutter, Reno Miller.....	Athens
Conkle, William Everett.....	Kelley's Island
Cooper, David Miller.....	Athens
Cornell, Merritt .....	Athens
Cox, Ellis Van Hise.....	Dayton
Crisenberry, Minnie Ethel.....	Mt. Gilead
Davis, William Newell.....	Oak Hill
Dickson, John Bernard.....	Athens
Disher, Orville Leon.....	Mendon
Eakin, Charles Thornton.....	Negley
Eddy, Iva May.....	Athens
Edwards, Ruie Folsom.....	West Carlisle
Elson, Harold Altair.....	Athens
Elliott, Lulu Faye.....	Athens
Everhart, Bonnie Mae.....	Athens
Fagan, Nellie Gertrude.....	Athens
Falloon, Helen Worth.....	Athens
Fawcett, Dwight Ansley.....	Rushsylvania
Fent, Homer .....	Mendon
Foley, Louis Haynes.....	Zanesville
Foley, Winthrop Edwin.....	Beverly, Mass.
Follrod, Wilson Walter.....	Alfred
Foster, Edna Mary.....	Sunbury
Fuller, Russell Nash.....	Athens
Fulwider, Robert Lester.....	Athens
Gibson, Clyde Owen.....	Amesville
Goldsworthy, John .....	Glouster
Gray, Charles Jennings.....	McArthur

Green, Edythe Mary.....	Newark
Griffith, Amy Lulu.....	Athens
Gross, Carl Lenox.....	Athens
Hatch, Mattie Wiley.....	Athens
Hawk, Harry Elvin.....	New Marshfield
Henry, Allen Leroy.....	Athens
Henry, John Martin.....	Junction City
Higgins, Charles Claunch.....	Athens
Hill, Eva Marie.....	Athens
Hill, Junell May.....	Corning
Hill, Mabel Christine.....	Athens
Hoisington, Ned Phillips.....	Amesville
Hoover, Ira Morrison.....	Ashville
Hopkins, Homer Smith.....	Marengo
Hughes, Alonzo Bayard.....	Key
Hulbert, Harry Heiman.....	Guysville
Hunter, Winifred Delila.....	New Marshfield
Hustis, Harold Milton.....	Brinckerhoff, N. Y.
Johnston, Vevay Grace.....	Little, Ky.
Jones, Evan Johnson.....	Athens
Katzenbach, Adda Lenore.....	Nelsonville
Kenney, Ralph Clinton.....	Athens
Kilbury, Levi Earl.....	West Jefferson
King, John .....	Newark
Law, George G.....	Portland, Ore.
Lenhart, Vinton Raymond.....	Coshocton
Lucas, Elisha Edwin.....	Belmont
Lucas, John Henry.....	Ironton
McFarland, Heber .....	Center Belpre
McKibben, Ethel Emily.....	Zaleski
McLean, Mary Elizabeth.....	East Liverpool
McNeal, Marjorie .....	Athens
McNutt, Nelle Margaret.....	Athens
Mansfield, Stanley .....	Athens
Marmon, Harry Richardson.....	Mt. Victory
Mergler, Paul William Darnoc.....	Mt. Washington
Meredith, Irwin Cecil.....	Long Bottom
Miller, Rev Whittaker.....	New Paris
Mills, Carrie Marie.....	Athens
Moorefield, Effie Armena.....	Hocking
Morris, Karl Kratzer.....	Lancaster
Murphy, Elizabeth Ann.....	Higginsport
Nourse, John Darlington.....	Kenton
Pickens, Warner Barton.....	Zanesville
Pidgeon, Howard A.....	Pennsville
Portz, Warner Philip.....	Newcomerstown
Powell, Newman Minnich.....	Sonora
Reed, Paul Foster.....	Uhrichsville



Reichert, Dorothy Katherine.....	Mansfield
Reichert, Matilda .....	Mansfield
Reinhold, Harry Edmont.....	New Philadelphia
Riley, Dwight Albin.....	Athens
Robey, Harry Francis.....	Amsterdam
Rowland, Raymond Rexford.....	Cutler
Russell, Charles Higgins.....	Athens
Ruston, Edith .....	Athens
Ruston, Florence .....	Athens
Schloss, Mary Magdalene.....	Athens
Sewell, John Leroy.....	Guysville
Shields, Lennie Mabel.....	Guysville
Sloan, John Tolbert.....	Trimble
Smith, Lura Faynette.....	Dexter City
Smith, Mary Vanetta.....	Athens
Stine, Wilmer Evert.....	San Toy
Stout, Orin Clark.....	Stoutsville
Strait, Noyce Worstall.....	Zanesville
Tasaka, Hideji .....	Osaka, Japan
Taylor, Mason Elijah.....	Jamestown
Taylor, Zera Gibson.....	Petrolia, Pa.
Thompson, Eugene Franklin.....	Nelsonville
Tillery, Charles Boone.....	London, Ky.
Timmerman, Warren Gust.....	Oak Harbor
Tom, Fred Lee.....	New Concord
Tracy, Arthur Clyde.....	Cutler
Utrup, August George.....	Glandorf
Van Atta, Pleasy Leonard.....	Crooksville
Van Dyke, Ralph Arthur.....	Athens
Van Gundy, Clarence William.....	Chillicothe
Warrener, Mary Estelle.....	Athens
Watkins, Sidney .....	Luhrig
Weldon, Stella Katherine.....	Jacksonville
Wheaton, Paul Willard.....	Athens
White, Alexander Paul.....	Fairmount, Ill.
White, Clyde Lawrence.....	Coolville
Wood, Leland Samuel.....	Andover
Wyckoff, Francis Marion.....	Athens
Yoakem, Foster Mendenhall.....	Vigo
Young, Flossie Aletha.....	New Marshfield
Young, Harry Curtis.....	Millersburg
Young, Nellie Vanetta.....	Athens
Young, Nita Estella.....	Athens

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## COLLEGE OF MUSIC

Adams, Clara Angeline.....	Utica
Adams, Mary Edna.....	Highland
Alderman, William Elijah.....	Athens

Allard, Florence Emmaline.....	Jackson
Andrews, Florence Eva.....	Glouster
Andrews, Nellie Belle.....	Glouster
Armstrong, Etta Mowry.....	Laurelville
Artherholt, Floy Frances.....	Garrettsville
Atkinson, Gertrude Aldine.....	Athens
Atkinson, Zella Fern.....	Zanesville
Bailey, Laura Belle.....	Athens
Baker, Esther Viola.....	Amherst
Baker, George Krauth.....	Zanesville
Baker, Julia .....	Zanesville
Balis, Louise .....	Athens
Battin, Clyde Raybould.....	Athens
Bean, Mary Jane.....	Nelsonville
Bell, Edna May.....	Jeffersonville
Bell, Vivian Opal.....	Athens
Benedict, Bess May.....	Greenwich
Bennett, Alice Lucile.....	Athens
Bethel, McKinley .....	Athens
Bethel, Raymond Culver.....	Plainview, Tex.
Boelzner, Lena Ellen.....	Athens
Boelzner, Wilhelmina Rosina.....	Athens
Bonawit, Ida Alberta.....	Rising Sun
Bowen, Nelle Edith.....	Cambridge
Bowman, Emma Pearl.....	Wellsburg, W. Va.
Bowser, Ida Elizabeth.....	Columbus
Brickles, Flora Rebecca.....	Athens
Brickles, Lulu Harper.....	Athens
Brown, Mary Isabella.....	Caldwell
Bryson, Lucy Weethee.....	Athens
Buchanan, Edith Amanda.....	Basl
Buchanan, Hazel Chestina.....	Athens
Buchanan, James William.....	Basl
Burris, Mary Esther.....	Mt. Pleasant
Bush, Gordon Kenner.....	Athens
Bush, Marion Claiborne.....	Athens
Butler, Miriam Morris.....	Carrollton
Campbell, Edna V.....	Athens
Canny, Floyd .....	Athens
Carpenter, Fred .....	Glouster
Carty, Frank Branson.....	Athens
Caster, Lavina .....	Carpenter
Chaney, Mabel .....	Batavia
Chapman, Clarence Orton.....	Dexter
Chapman, Edith Anna.....	Dexter
Chappelear, Mary Laurette Burdsal....	Athens
Chase, Don Edwin.....	Athens
Cherrington, Homer Virgil.....	New Straitsville

Chrisman, Oscie Dru.....	Athens
Chubb, Catherine Downer.....	Athens
Claypool, Garnet Louise.....	Nelsonville
Cline, Bessie M.....	Athens
Cochran, Fannie Helena.....	Dresden
Cochran, William Brook.....	Delaware
Conner, Hazel Mary.....	Dennison
Cooperrider, Charles Knesal.....	Brownsville
Copeland, Nelle Elizabeth.....	Athens
Copeland, William Franklin, Jr.....	Athens
Cousins, Grace Josephine.....	Athens
Cromer, Horace Emerson.....	Springfield
Cromley, Edythe Baker.....	Athens
Crowe, Velma Edith.....	Ripley, W. Va.
Cuckler, Katherine Eunice.....	Athens
Dailey, Margaret Foster.....	Athens
Danford, Marion Blanche.....	McConnelsville
Daniel, Emma R.....	Ironton
Davidson, Ralph .....	Athens
Davis, Claude Vernet.....	Ringgold
Davis, Mabel Claire.....	Glouster
Davis, Margaret Anne.....	Clay
Davis, Ruth Myers.....	Athens
Davis, Mary Winifred.....	Oak Hill
Dawson, Ethel Verne.....	Coshocton
Driggs, Bessie Irene.....	Athens
Drury, Marie .....	Glouster
Dunkle, Herbert Bothwell.....	Athens
Dunstan, Flavia Adelaide.....	Granville
Duppstadt, Elsie Mary.....	Somerset
Dye, Frank Argyle.....	Zanesville
Eaton, Mary Jane.....	Circleville
Edwards, Rule Folsom.....	West Carlisle
Evans, Amy Cole.....	Portsmouth
Falloon, Helen Worth.....	Athens
Falor, Gladys .....	New Baltimore
Fenzel, Frank William.....	Athens
Fenzel, Lillian Maude.....	Athens
Fenzel, William Henry.....	Athens
Ferrell, Carl Kenneth.....	Zanesville
Figley, Alice Evelyn.....	Chillicothe
Finsterwald, Amy Belle.....	Nelsonville
Finsterwald, Nelle .....	Athens
Foley, Winthrop Edwin.....	Beverly, Mass.
Ford, Katherine .....	Lima
Foster, Frances .....	Athens
Frost, Eva Della.....	Athens
Gillilan, Katherine Lurene.....	Amesville

Ginnan, Mary Ellen.....	Athens
Goddard, Bertha Emmeline.....	Cutler
Goddard, Betha Caroline.....	Cutler
Gold, Magdalene .....	Mason, W. Va.
Goldsberry, Blaine Randolph.....	Athens
Gordon, John .....	Glouster
Green, May .....	Martins Ferry
Gross, Carl Lenox.....	Athens
Grover, Faye .....	Pine Grove
Harbaugh, Lela Mae.....	Hannibal
Harris, Anne Jeannette.....	Youngstown
Hauschldt, Lillian Mabel.....	Piqua
Hawthorne, Helen H.....	Mt. Pleasant
Hayes, Clara Genevieve.....	Athens
Hayes, Rose Elizabeth.....	Athens
Hayes, Winifred Alice.....	Guysville
Heidelbaugh, Blanche Hillman.....	Port William
Hewitt, Milo Ephraim.....	New Marshfield
Higgins, Bessie Inez.....	Chauncey
Higgins, Hannah Louise.....	Athens
Higgins, Leight Monroe.....	Athens
Hixson, Emma Jean.....	Millfield
Hunt, Hazel Elizabeth.....	Somerset
Huston, Howard Ray.....	Junction City
Jacoby, Marvella Juanita.....	Canaanville
Jenkins, Adda Ethel.....	Berlin Heights
Johnson, Faye .....	Athens
Jones, Gladys .....	Girard
Jones, Mattie May.....	Athens
Jones, Mostyn Lloyd.....	Jackson
Jones, Olwen Elizabeth.....	Jackson
Junod, Grace Marie.....	Athens
Kahnheimer, Flora Rachel.....	Cardington
Kasler, Ray Golden.....	Trimble
Kelley, Hattie Luella.....	Lima
King, Elizabeth Eulalie.....	Glouster
Kirkendall, Rothbe Hammond.....	Creola
Knecht, Fannie Evangeline.....	Lancaster
Koons, Lena Imogene.....	Athens
Koons, Nelle Murael.....	Athens
Krapps, Hazel L.....	Athens
Krapps, Zelma Katherine.....	Athens
Krout, Webster Sherburn.....	Bremen
Kurtz, Frank Bartlett.....	Athens
Langdon, Emma May.....	Washington C. H.
Lantz, Dena Merle.....	McArthur
Lantz, Purle Frances.....	McArthur
Lavelle, John B.....	Athens

Law, Christine Elizabeth.....	Chauncey
Lawrence, Majel .....	Coolville
Lawton, Helen Elizabeth.....	Barlow
Lelfheit, Mabel Lena.....	Pomeroy
Lively, Sarah Joanna.....	Albany
Logan, Elizabeth Mearle.....	Athens
Logan, Olive Virginia.....	Athens
Lumley, Ethel .....	Rootstown
McAdoo, Madge Vickers.....	Mineral
McBee, Edith Forrest.....	Athens
McCarty, Carmen Valeska.....	Junction City
McDonald, Flora Vista.....	McConnelsville
McDowell, Gladys Aileen.....	Worthington
McKee, Helen Josephine.....	Caldwell
McKinstry, Cassandra Bartlett.....	Athens
McNaughton, Birdie Lillie.....	Brecksville
McVay, Charles Don.....	Athens
McVay, Camden Hogg.....	Athens
McWilliams, Edward Nevin.....	Cleveland
Martin, Edna Blanche.....	Athens
Martin, Peter Elwyn.....	Athens
Matheny, Clarence Albert.....	Zaleski
Maurer, Margaret Barbara.....	Mendon
Merritt, Kathleen Wood.....	Athens
Merwin, Margaret Blanche.....	Athens
Michener, Effie .....	Chesterhill
Micklethwaite, Loulse .....	Portsmouth
Miesse, Florence Marguerite.....	Chillicothe
Miller, Clarence Ambrus.....	Cooperdale
Millikan, Agnes Dyson Beck.....	Athens
Mills, Helen Mildred Josephine.....	Athens
Mitchell, Enid Geraldine.....	New Matamoras
Mitchell, Eva Louise.....	Pt. Pleasant, W. Va.
Moore, Jo Alma.....	Athens
Moore, Margaret Elizabeth.....	Martins Ferry
Morris, Hattie Ellen.....	Carroll
Morris, Karl Kratzer.....	Lancaster
Morris, Leota Blanche.....	Harrisville
Morton, Robert Lee.....	Brownsville
Mott, Cinderilla Mae.....	Cortland
Murphy, Agnes Pauline.....	Murray
Nelson, Jennie .....	Glouster
Nelson, Leta May.....	Nelsonville
Newton, Madge Alice.....	Athens
Nixon, Samuel John.....	New Straitsville
Nye, Bessie .....	Chauncey
O'Connor, Gertrude .....	Stewart
Overmyer, John .....	Junction City

Palmer, Edith .....	Athens
Palmer, Frank Harlan.....	Glenford
Parker, Edna Lucile.....	Athens
Parker, Leone .....	Huron
Parker, William Floyd.....	Athens
Parks, Sarah Isabelle.....	Cadiz
Pickens, Warner Barton.....	Zanesville
Pickering, Anna Katherine.....	Athens
Plummer, Florene .....	Williamsport
Plummer, Ruby Magdalene.....	Jackson
Pond, Ronald Barton.....	Athens
Poole, Helen Irene.....	Atlanta, Ga.
Porter, Elizabeth .....	New Straitsville
Poston, Mary .....	Athens
Powell, Roland Edgar.....	Sonora
Prine, Maud Harriet.....	Ashtabula
Radcliff, Ethel Omega.....	Athens
Ramsey, Carl Ellis.....	Athens
Reeder, Grace .....	Athens
Reeves, Sally Alston.....	Warren
Reichelderfer, Gladys Ruth.....	Ashville
Reuter, Fanny Eliza.....	Nelsonville
Richards, Jesta McDaniel.....	Athens
Ricketts, Reba Della.....	Amanda
Ridenour, Clarence Ray.....	New Lexington
Ridenour, Harry Lee.....	New Lexington
Ringwald, Pearl Marie.....	Chillicothe
Roach, Edith Marie.....	Athens
Roberts, Sarah Ellen.....	Columbus
Rogers, Ruth Estella.....	Amherst
Roome, Elizabeth .....	Sistersville, W. Va.
Rowles, Grace .....	Bremen
Rubrake, Frances Kathryn.....	Lowell
Rucker, Ethelinda .....	Rapsburg
Salters, Helen .....	Athens
Saunders, A. Letha.....	Guysville
Sayre, Arthur Alan.....	Athens
Schaeffler, Charles Harry.....	Athens
Scheer, Kathryn .....	Zaleski
Scott, Anna May.....	Valparaiso, Ind.
Scott, Sara Elma.....	Mt. Pleasant
Secoy, Ina Leona.....	Athens
Secoy, Wilbur M.....	Athens
Shepherd, Lulu Mary.....	Amsterdam
Sherer, Goldie Leah.....	Mendon
Shira, Kathryn Loos.....	La Rue
Shirkey, Della Miriam.....	Jacksonville
Shirkey, Iva Loe.....	Chauncey

Shively, Harold Hastings.....	McArthur
Shull, Clarence Andrew.....	Bremen
Silvus, Effie .....	Athens
Sims, William M. Tecumseh Sherman...	Athens
Skinner, Mary .....	Barnesville
Smith, Sandy Alexander.....	Athens
Smith, Winifred Racinia.....	Pomeroy
Souders, Grace May.....	Lancaster
Speck, Austa Belle.....	Uhrichsville
Sprague, Lenore Adelaide.....	Chauncey
Sprei, Bertha .....	Murray
Starr, Elma Vera.....	Athens
Stauffer, Cela Louisa.....	Clarington
Stepper, Wanda Faye Gail.....	Wilmot
Stevenson, Martha Estelle.....	Athens
Stewart, Mabel Emma.....	Canisteo, N. Y.
Stissel, Lena May.....	Athens
Stoneburner, Alberta Clarace.....	Nelsonville
Strawn, Goldie May.....	Athens
Sweet, Mabel Beatrice.....	Hoosick, N. Y.
Taylor, Olive May.....	Athens
Taylor, Susie .....	Athens
Tellier, Lawrence Stuart.....	Naples, N. Y.
Theobald, Hedwig .....	Columbus
Thomas, Hazel Anna Ruth.....	Athens
Thrash, Curtis Monroe.....	Carroll
Thurlow, Genevieve Baker.....	Athens
Todd, Hazel Estella.....	Warren
Tom, Fred Lee.....	New Concord
Tong, Ka Chang.....	Canton, China
Treudley, Ruth .....	Athens
Ullom, Charlotte Devol.....	Athens
Van Valey, Gladys Lucile.....	Athens
Van Valey, Glazier.....	Athens
Vanderslice, Marie Llewellyn.....	Athens
Voegtly, Nelle Leona.....	Hannibal
Volgt, Tillie Margaret.....	Holgate
Walker, Lillian May.....	Bruin, Pa.
Warner, Nora Theresa.....	Oreton
Wash, Cecile Irene.....	Eastbank, W. Va.
Webster, Frances Elizabeth.....	Canaanville
Welch, Edwin Charles.....	Athens
Wells, Harold Kerton.....	Athens
West, Ellis Wilbur.....	New Concord
White, Clyde Lawrence.....	Coolville
Wilkes, Lula Constance.....	Athens
Wilkes, Marie Carsonia.....	Athens
Williams, Effie Maude.....	Sharpsburg

Williams, Mary Margaret.....	Athens
Williamson, Charles Owen.....	Lancaster
Wilson, Florence Craig.....	Athens
Winn, Mabel Elizabeth.....	Rutland
Wise, Harry Thompson.....	Athens
Witt, Charles Edward.....	Athens
Woo, Mun Chee.....	Canton, China
Woods, Olah Angell Hooper.....	Athens
Zenner, Philip McKnight.....	Athens
Zimand, Elizabeth Sara.....	Brooklyn, N. Y.

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## UNIVERSITY EXTENSION STUDENTS

Andrew, Lou Edna.....	Nelsonville
Barnes, Priscilla .....	Pomeroy
Bright, Martha Louise.....	Logan
Brooke, M. Ruth.....	Logan
Church, Verlie .....	Pomeroy
Davis, Pennoky .....	Jackson
Dixon, John Herbert.....	Murray
Entsminger, Helen .....	Middleport
French, Joanna Carrie.....	Jackson
Garland, Ethel .....	Minersville
Grady, G. Otto.....	Logan
Green, Dora Nell.....	Logan
Hampton, Roxy May.....	Nelsonville
Harrold, Stella Marie.....	Nelsonville
Herrold, Daisy Irene.....	Nelsonville
Hoop, Laura .....	Jackson
Hutchins, Flora Estelle.....	Nelsonville
Jones, Earl Lesley.....	Nelsonville
Karr, Anna .....	Syracuse
Karr, Gladys Evelyn.....	Syracuse
Karr, Lucille .....	Pomeroy
Keller, Anna M.....	Logan
Kendall, Eva Kathleen.....	Jackson
Kinney, Grace Marion.....	Nelsonville
Lemon, Mary F.....	Logan
McCray, Mary E.....	Logan
McKee, Effie .....	Nelsonville
McManigal, Jessie C.....	Logan
Major, Virgie E.....	Pomeroy
Moore, Minnie .....	Logan
Miller, Ada Florence.....	Jackson
Perry, Louise Rebecca.....	Nelsonville
Perry, Mary .....	Nelsonville
Reynolds, Estelle M.....	Nelsonville
Riley, Walter Emmett.....	Nelsonville



Rochester, Ella McBride.....	Logan
Root, Mary L.....	Pomeroy
Scott, Beulah Lorene.....	Nelsonville
Seitz, Emma .....	Pomeroy
Smith, Sophie E.....	Logan
Strentz, Estella H.....	Logan
Swift, Martha Agnes.....	Jackson
Tracy, Everett J.....	Pomeroy
Tracy, Gertrude B.....	Logan
Verity, Maud Harrold.....	Nelsonville
Wallace, Martha Esther.....	Nelsonville
Wallace, Elsie Gertrude.....	Jackson
Westenhaver, Emma .....	Logan
White, Annie .....	Logan
White, Rose W.....	Logan

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## SUMMER SCHOOL

Adams, Harry .....	Portland
Adams, John William.....	Franklin, Ind.
Adams, Ruth .....	Hillsboro
Ahle, Oca Vanetta.....	Glouster
Alexander, Grace .....	Fort Recovery
Alexander, Rosanna Blanche.....	Haverhill
Alexander, Walter Bayliss.....	Chesterhill
Alford, Sara Kilgore.....	Bremen
Allard, Inez Mary.....	Wakeman
Allen, William Herbert.....	Athens
Andrews, Adda May.....	Glouster
Andrews, Mary Chase.....	McConnelsville
Andrews, Nellie Bell.....	Glouster
Andrix, James Wilson.....	Galloway
Armstrong, Lyman Walter.....	Bellville
Artherholt, Edith Pearl.....	Garrettsville
Artherholt, Floy Frances.....	Garrettsville
Ayers, Etta Cornelia.....	Gambier
Bagwell, Anna Victoria.....	Bremen
Bailey, Nelle .....	Leesburg
Baker, Helen Weber.....	Zanesville
Balis, Celia Louise.....	Athens
Barnes, Bernice Belle.....	Bowerston
Barnes, Nora Esther.....	Oreton
Barnes, Richmond Bismarck.....	Whitgville
Barnett, Mary Johnson.....	Corning
Barnhill, Ira Hayes.....	Gillespieville
Bartlett, Gertrude .....	Waterford
Barton, Mary Ella.....	Worthington, Ind
Bates, Ethel .....	Shawnee

Baumgartner, Minnie Melissa.....	Grove City
Bean, Leo Chapman.....	Gallipolis
Bean, Ronald Lisle.....	Athens
Bedford, Harmon Tucker.....	Norwalk
Beecher, Mildred .....	Wakeman
Bell, Georgia .....	Rainsboro
Bell, Bryce .....	Jeffersonville
Benner, Helen Bee.....	Lancaster
Bennett, Ethel Carrie.....	Bradford
Bentley, Harold Jackson.....	Athens
Berghur, Leora Chelsea.....	Basil
Bethel, McKinley .....	Athens
Biddinger, Francis Earl.....	Sullivan
Binder, Lucile .....	Fostoria
Bines, Ruth Elizabeth.....	Barnesville
Bingman, Carl Wilson.....	Latrobe
Bishop, Homer Guy.....	Athens
Bishop, Lenore Belle .....	Westerville
Blackburn, Alice Camille.....	Shawnee
Blackman, Edythe Marcella.....	Lancaster
Blackstone, Alva E.....	Cumberland
Blower, George Cromwell.....	Glouster
Blue, Bonnie Minnette.....	Sidney
Boarden, Grace .....	Logan
Boarden, Nellie .....	Logan
Bobbit, Bertha .....	Jobs
Bobbitt, Ethel .....	Jobs
Boghosian, Leon Hovsep.....	Teheran, Persia
Bolton, Francis Ernest.....	Athens
Bolton, Gladys Myrtle.....	Findlay
Booker, Homer A.....	Croton
Boone, Helen .....	Lexington
Boraff, Joseph Andrew.....	Mendon
Bouts, John Edward.....	South Webster
Bouts, John Harry.....	South Webster
Bower, Allen McClellan.....	Coshocton
Bowman, Emma Pearl.....	Wellsburg, W. Va.
Brickles, Lulu Harper.....	Athens
Brooks, Leona Grace.....	Mineral
Brown, Cora Stella.....	Brownsville
Brown, Curtis Earl.....	Higby
Brown, Martha .....	Bremen
Brown, Myrtle Beatrix.....	Zanesville
Brown, Vena Belle.....	Powhatan Point
Brownfield, Elizabeth .....	Woodsfield
Bryson, Lucy Weethee.....	Athens
Buchanan, David Lewis.....	Unionport
Buchanan, Edith Amanda.....	Basil

Buchanan, James William.....	Basil
Buchhagen, Edna Marie Priscella Helen.....	Steubenville
Buell, Charles Townsend.....	Sugar Grove
Buell, Minnie Mabel.....	Sugar Grove
Burdette, Libbie .....	Coal Grove
Burgoon, John Alden.....	Athens
Burns, Granville Willard.....	Belmont
Burris, Anna Maude.....	Mt. Pleasant
Burris, Lorena M.....	Mt. Pleasant
Burrow, Carrie Anna.....	Vermilion
Burrows, Georgia H.....	Cortland
Buswell, Nellie .....	Elyria
Butterfield, Naomi Ethel.....	Sabina
Byrne, Irene .....	Shawnee
Cable, Will Ransom.....	Athens
Cagg, Miles Herbert.....	Nelsonville
Callaway, Susie Elizabeth.....	Hillsboro
Calvert, Freda Fern.....	Athens
Carpenter, Freda .....	Athens
Carr, Alberta Hamilton.....	Athens
Carr, Alice May.....	Stockport
Carr, George E.....	Stockport
Carr, Gus .....	Stockport
Carr, Wilson Hamilton.....	Athens
Carróll, Nellie Bly.....	East Springfield
Cary, Olive .....	Hilliards
Cash, Hamilton LaRue.....	New Marshfield
Casley, Paul Bartlett.....	Athens
Chan, Tingit Harry.....	Canton, China
Chambers, Millie .....	Galena
Cheadle, Georgia .....	Chillicothe
Cherrington, Frederick Wm.....	Chillicothe
Cheshire, Bessie Mabel.....	Burlington, W. Va.
Chubb, Edwin Downer .....	Athens
Chute, Arabella Barker.....	New Straitsville
Clark, Cora .....	Galena
Cleveland, Anna Belle.....	Galena
Clifton, John Leroy.....	Mendon
Cline, Edna Blanche Clare.....	Albany
Cline, Lizzie Faye.....	Albany
Coe, Silvia Rosabel.....	Athens
Coleman, Helen Louise.....	Rainsboro
Colley, Lillian .....	Wellston
Collins, Anastasia Theresa.....	Athens
Comstock, Joseph Hooker.....	Athens
Conner, Corrine .....	Washington C. H.
Cook, Almira Frances.....	Leesburg
Coovert, Edward Alexander.....	Eldorado

Copeland, E. Anna.....	Newark
Copeland, Dean Burns.....	Athens
Copeland, Thomas Harold.....	Athens
Cornell, Merritt .....	Athens
Corner, Dayton Orrin.....	Swifts
Costigan, Statia .....	Berlin Heights
Coulter, Florence Belle.....	Newark
Cox, Ethel .....	Gillespieville
Crawford, Lena Anna.....	Roxabel
Cromer, Horace Emerson.....	Springfield
Cromer, Paul Eli.....	Springfield
Cronin, Hazel Esther.....	Graysville
Crothers, Julia Campbell.....	Belpre
Cuckler, Dicle Enita.....	Athens
Cuckler, Eunice Catherine.....	Athens
Curry, Edith .....	East Palestine
Curtis, Grace .....	Amesville
Dailey, Nelle May.....	Chillicothe
Danford, William Averal.....	Fremont
Daniel, Emma R.....	Ironton
Danison, Estella Grace.....	Lancaster
Darr, Mae Regina.....	Fremont
Darrah, Norah Olive.....	Macksburg
Davies, Hazel Gertrude.....	Granville
Davis, Claude Vernet.....	Ringgold
Davis, Margaret Anne.....	Clay
Davis, Mary Theresa.....	Grove City
Davis, Mary Winnie.....	Oak Hill
Davis, Nora .....	Oak Hill
Davis, Willam Newell.....	Oak Hill
Deiber, John Levi.....	Beaver
Dennison, Hazel Ruth.....	Junction City
Deputy, Mary Lee.....	Springfield
Devlyn, Margaret Mary.....	Congo
Dewhirst, Clemmie Lillias.....	Huron
Dickerson, Harlan Jewett.....	South Zanesville
Dickson, John Bernard.....	Athens
Diegel, Maggie .....	Mendon
Dike, Lillian .....	Roxbury
Dingledine, Marie .....	Waverly
Disher, Orville Leon.....	Mendon
Dixon, Asher Hooper.....	Tekamah, Nebr.
Dixon, Florence Mary.....	Waterford
Dollard, Doris Mary.....	Collins
Donovan, Helen Elizabeth.....	Montague, Mass.
Donovan, Mary Louise.....	Montague, Mass.
Doudna, Marie Edna.....	Glouster
Dowd, Jennie Frances.....	McArthur

Downer, Thomas .....	Monongahela, Pa.
Drury, Bertha Belle.....	New Lexington
Duckworth, Walter Scott.....	Cutler
Dulaney, Elsie .....	Amesville
Dunkle, Auta Donna.....	London
Dunlap, Howard Leroy.....	Flushing
Dustheimer, Oscar Lee.....	Thornville
Dutnell, Isabella Louisa.....	North Ridgeville
Dye, Frank Argyle.....	Zanesville
Eakin, Charles Thornton.....	Negley
Elliott, Lulu Faye.....	Athens
Ellis, Goldie May.....	New Vienna
Elson, Delma Viola.....	Athens
England, Osie .....	Chillicothe
Erf, George Arthur.....	Monroeville
Ervin, Lillian Gertrude.....	Shelby
Evans, Amy Cole.....	Portsmouth
Evans, Clara .....	Oak Hill
Evans, Margaret Ellen.....	Portsmouth
Evans, Mary .....	Athens
Everett, Edith Adelle.....	Lancaster
Everhart, Bonnie May.....	Athens
Fagan, Nellie Gertrude.....	Athens
Fattig, Perry Wilbur.....	Athens
Fedderson, Cora Rosetta.....	Limestone
Fenner, Bessie Olive.....	Galloway
Fenzel, Maude Lillian.....	Athens
Finney, Estelle.....	Logan
Finsterwald, Edwin .....	Athens
Finsterwald, Russell .....	Athens
Fischer, Stella Helen.....	Fremont
Fisher, Florence Beryl.....	Pleasant City
Flegel, Margaret Catherine.....	Zanesville
Floyd, Leafy Gretelle.....	South Perry
Ford, Katherine .....	Lima
Ford, Mary Winifred.....	Chillicothe
Foutch, Lena Elizabeth.....	Athens
Fox, Marie Helen.....	Smithfield
Frazier, Helen .....	South Zanesville
French, Edna Dell.....	Washington C. H.
Frick, Clara Frances.....	Gillespleville
Friend, Adah Elizabeth.....	Pleasantville
Frost, Eva Della.....	Athens
Fulton, Oscar .....	Athens
Funk, Roy Benjamin.....	Logan
Gaffner, Millie .....	Trenton, Ill.
Galehouse, Ethel May.....	Doylestown
Gardner, Edith Estelle.....	Proctorville

Gardner, Elizabeth Pearl.....	Proctorville
Gardner, Mary Gertrude.....	Proctorville
Gardner, Grace Gertrude.....	Cardington
Gardner, Lulu Pearl.....	New London
Gaskill, Pearly .....	Athens
Gast, Benjamin Harrison.....	Prospect
Gast, William Oscar.....	Prospect
Gates, Harold Taylor.....	Zanesville
Geiger, Ivor Victor.....	Black Lick
Geist, Emma Edna.....	Portsmouth
Gill, Zelva Otway.....	Mt. Sterling
Gillmer, Mary Eleanor.....	Hubbard
Gilligly, Mabel Rose.....	Albany
Gilligly, Elton Edison.....	Cumberland
Glime, Ivah .....	Berlin Heights
Goddard, Bertha Emeline.....	Cutler
Goddard, Betha Caroline.....	Cutler
Goddard, Fred Benoni.....	Cutler
Goldsberry, John Russell.....	Athens
Goldsworthy, John .....	Glouster
Gonzalez, Lorenzo .....	Trujillo, Venz., S. A.
Goodwin, Howard Lewis.....	Athens
Gorslene, Bessie Mabel.....	Athens
Gossett, Beulah Estella.....	Dennison
Graham, Viola .....	Lancaster
Grant, Mary .....	South Webster
Gray, Margaret H.....	McConnellsville
Greathead, Elsie Selene.....	McConnellsburg, Pa.
Green, Mary Edith.....	Newark
Green, May .....	Martin's Ferry
Greene, Leslie Elsie.....	Lamira
Greenewalt, Emma Belle.....	Denver
Greisheimer, Essie Maude.....	Chillicothe
Grice, Lenna May.....	Highland
Griffith, Leona Bertha.....	Granville
Grimes, John Odus.....	Cumberland
Gross, Haidee Coral.....	West Unity
Grover, Elizabeth Genevieve.....	Albany
Groves, Charles Danford.....	Quaker City
Growden, Alta Belle.....	Chillicothe
Gulick, Kenneth Earl.....	Crooksville
Gutelius, Thomas Ray.....	Thornville
Gutridge, Rollin Edward.....	Brownsville
Hagedorn, Jesse Orville.....	Clarington
Haines, Iva Emma.....	Athens
Haire, Anna Vernie.....	Howard
Haley, Anna Agnes.....	Wheelersburg
Hall, Ada Bearl.....	Nova

Hall, Bertha Sophronia.....	North Fairfield
Hall, Carrie Florence.....	Lowell
Hall, Emily Anna.....	Newark
Hall, Jesse Charles.....	Glouster
Hall, Linnie Letitia.....	Athens
Hall, Minnie .....	Glouster
Hall, William Loring.....	Copley
Hamilton, Maude Leota.....	West Rushville
Hammond, Carrie Thorne.....	Milan
Hammond, Lenore .....	Chillicothe
Hampton, Roxy May.....	Nelsonville
Hanawalt, Bertha Burette.....	Ostrander
Hanawalt, Ruth Inez.....	Ostrander
Hanna, Lottie Elna.....	Van Buren
Hansen, Jennie Rosaline.....	Bellevue
Hanson, Frederica .....	Huron
Hardgrove, Vera May.....	Doylestown
Harding, Alta Marie.....	Rockland
Harding, Minnie .....	East Palestine
Harkins, Florence Ella.....	Woodsfield
Harper, Mary Amanda.....	Columbus
Harris, Clarence K.....	Findlay
Harris, Isabel Neil.....	Lancaster
Hartpence, Martha Rheta Bithynia.....	Mt. Gilead
Hartsel, Cloyd Campbell.....	Polk
Hatch, Mattie Wiley.....	Athens
Hawk, Lola Ruby.....	Gallipolis
Hayes, Clara Genevieve.....	Athens
Hayes, Winifred Alice.....	Guysville
Heath, James Lewis.....	Gillespieville
Heidelbaugh, Blanche Hillman.....	Port William
Heidelbaugh, Newton Byron Shaw.....	Port William
Heinlein, Leafy Pearlwood.....	Bloomingsburg
Hempy, Flo Margaret.....	Pleasantville
Henderson, James Frederick.....	Portland
Henry, John Martin.....	Junction City
Henry, Lucile Rebecca.....	Athens
Herrold, Daisy Irene.....	Nelsonville
Herrold, Rose Ella.....	Nelsonville
Herrold, Russell Phillips.....	Athens
Hesse, Myrtle Lucile.....	Roseville
Hewetson, Minnie Elizabeth.....	Amanda
Hewitt, Clara Lee.....	Washington C. H.
Hibbard, William Donald.....	Athens
Hickox, Edna Eliza.....	Novelty
Hickle, Clyde Monroe.....	Lithopolis
Hickox, Jay Gilmore.....	Novelty
Heistand, Ralph Waldo Emerson.....	Rossburg

Higgins, Elmer Wood.....	Athens
Higgins, Hannah Lucile.....	Athens
Higgins, Leight Monroe.....	Athens
Higgins, Louise .....	Athens
Hill, Mary Ann.....	Corning
Hillis, Nellie Dolorous.....	Moxahala
Hipsley, Frances Julia.....	Caldwell
Hixson, Mary .....	Westboro
Hochart, Kathleen Marin.....	Cleveland
Hoffman, Jennie Belle.....	Lancaster
Holcomb, Lula .....	Corning
Holden, Sarah Amelia.....	Findlay
Holshoy, Harvey Leroy.....	Mineral City
Holzhauser, Emma Louise.....	Berlin Heights
Hoopes, Laura May.....	Chagrin <sup>e</sup> Falls
Hopkins, Mabel D.....	Portage
Hopkins, Rufus Carpenter.....	Athens
Horton, Estella Florence.....	Oak Hill
Houck, Belle Mary.....	Bremen
Howard, Ethel Belle.....	Fulton
Howard, Frances Eliza.....	Chauncey
Hughes, Cora Eloise.....	Lowell
Hunter, Ora Dell.....	Mt. Sterling
Hunter, Grace Kirkendall.....	Haydenville
Hupp, Daisy Ella.....	Caldwell
Hupp, James Lloyd.....	Hemlock
Hutchins, Flora Estella.....	Nelsonville
Isenhardt, Minnie .....	Coolville
Jackson, Ethel Pearl.....	Uhrichsville
Jacobs, Nellie Roma.....	Vinton
James, Celia .....	Westerville
James, Chloe .....	Zaleski
James Margaret B.....	Westerville
James, Stella .....	Westerville
Johnson, Cynthia Eloise.....	Chauncey
Johnson, Doris .....	Corning
Johnson, Jemima Aker.....	Orient
Johnson, Lillian .....	Ashville
Johnson, William Douglas.....	Kimball, W. Va.
Johnson, Earl Nelson.....	Freeport
Johnston, Reed Seth.....	Summit Station
Johnston, Wesley Denver.....	Freeport
Jones, Anna L.....	Ironton
Jones, Gladys .....	Girard
Jones, Martine .....	Good Hope
Jones, May .....	Plain City
Justice, Glen Leroy.....	Williamsport
Kaiser, Lucy May.....	Butler



Kaler, Mary Engle.....	Athens
Katzenbach, Adda Lenore.....	Nelsonville
Keirns, Will D.....	Oak Hill
Kendrick, Mary Julia.....	Marietta
Kennard, Mattie Estelle.....	Carbondale
Kennard, Minnie Theora.....	Carbondale
Kennedy, Arthur Chester.....	Summit Station
Kennedy, Dennis Vinton.....	Gnadenhutten
Kenney, Octa Belle.....	Athens
Keys, Elizabeth .....	Lynchburg
Kidwell, Ethel Jane.....	Akron
King, Edward Riley.....	Creola
Kinney, Emza Alice.....	Gillespieville
Kinney, David Nicholas.....	Staunton
Kinsey, Katherine Josephine.....	Port Washington
Kirk, Georgiana .....	Jeffersonville
Kistler, Carl John.....	Bremen
Knecht, Fannie Evangeline.....	Lancaster
Knight, Charles Kelley.....	Athens
Knowlton, Cora Belle.....	Athens
Krapps, Zelma Katherine.....	Athens
Kratt, Barbara .....	Castalia
Kring, Ella May.....	Westerville
Krout, Webster Sherburn.....	Bremen
Kumler, Florence Pauline.....	Baltimore
Kunkel, Marguerite Elizabeth.....	Wellsburg, W. Va.
Lahugh, Mollie Juanita.....	Chauncey
Landsittel, Frederick .....	Amanda
Lauer, William .....	Newport
Lawless, Emma Clare.....	Bidwell
Lawton, Anna Mabel.....	Barlow
LeFavor, Ella .....	Alfred
Leckrone, Maurice S.....	Glenford
Lee, Homer Clyde.....	Canal Winchester
Lehman, Blanche May.....	Pickerington
Leifheit, Mabel Lena.....	Pomeroy
Lemon, Deane Vance.....	Hillsboro
Lenox, Emma .....	Nelsonville
Leong, Chui .....	Canton, China
Liddell, Mary Iras.....	Shiloh
Linscott, Gladys .....	Trimble
Littlejohn, Leota Esther.....	Baltimore
Livingston, Alfred Erwin.....	Athens
Livingston, Calvin Clinton.....	Urbana
Livingston, Lena .....	Hamersville
Logan, Edward Wilson.....	Athens
Logan, Inez .....	Athens
Logan, Norene .....	Athens

Long, James Arthur.....	Athens
Lonsbury, Ruth Rachel.....	Sidney
Loomis, Marjorie .....	Athens
Lotz, Marie Eloise.....	Zanesville
Lucas, Elisha Edwin.....	Belmont
McAllister, Leslie Charles.....	Carbonhill
McBee, Joseph Frank.....	Sharptown, Md.
McCann, Bertha S.....	New Alexandria
McClure, Linnie Ada.....	Oak Hill
McCorkle, Walker Ellsworth.....	Dawson
McCoy, Dorothy .....	Bloomington
McDonald, Agnes Belle.....	Lancaster
McDougall, Gilbert Woodworth.....	Athens
McDowell, Alta Madge.....	Akron
McElroy, Leo Dale.....	Raymond
McElroy, Lois Gail.....	Raymond
McGonagle, Marie Celia.....	Junction City
McKee, Grosvenor Stewart.....	Athens
McKelvey, Daisy May.....	Lamira
McKelvey, Minnie .....	Lamira
McKibben, Ethel Emily.....	Zaleski
McLaughlin, Lillie .....	Chagrin Falls
McMullen, Hazel .....	Newark
McNutt, Nelle Margaret.....	Athens
McPherson, Ethel .....	Leesburg
McVay, Charles Don.....	Athens
McVay, Francis Halbirt.....	Beverly
McVey, Camden Hogg.....	Athens
McVey, James Pryor.....	Athens
Mace, Lulu Edna.....	Athens
Mack, Wista Evelyn.....	Lancaster
Macklin, Bertha Beatrice.....	Tarlton
Macklin, Mirza Myrtle.....	Tarlton
Mallett, Harry Emmett.....	Bern
Mansfield, Stanley .....	Athens
Martin, Edna Blanche.....	McArthur
Massie, Josiah Hickman.....	Ethel
Matheny, Clarence Albert.....	Zaleski
Mather, Arlen Raymond.....	Indianapolis, Ind.
Matson, Edith Olive.....	Millfield
Matson, Mabel May.....	Millfield
Maurer, Christine Wilhelmine.....	Sidney
Maurer, Clara Celesta.....	Mendon
Maurer, Margaret Barbara.....	Mendon
Maxwell, Robert Alfred.....	Athens
Mechling, Gcorge Vernon.....	Glenford
Merchant, Grace .....	Delaware
Merrick, Charles E.....	Kensington

Merrick, William Russell.....	Kensington
Merritt, Kathleen Wood.....	Athens
Michel, Estella .....	Clarington
Miller, Earle Augustus.....	Athens
Miller, Ernest Carl.....	Millersport
Miller, Fletcher McCoy.....	Athens
Miller, Florence Agnes.....	Millersport
Miller, Harry Percy.....	Athens
Miller, Josephine Stowe.....	Lowell
Miller, Orla Glen.....	Athens
Mills, Helen Mildred Josephine.....	Athens
Mills, Lewis Herald.....	Athens
Mills, Mary Agnes Rachel.....	Guysville
Mills, Nellie Blanche.....	Leesburg
Milne, D. Livingstone.....	Athens
Mincks, Rebecca .....	Coal Run
Mitchell, Enid Geraldine.....	New Matamoras
Mitchell, Hazel Hortense.....	Rockland
Mitchell, Mabelle Emma.....	Newark
Mobley, Estella Murl.....	Armstrong's Mills
Mohler, Daniel Dee.....	Webb Summit
Moncrieff, Mary Emma.....	Steubenville
Montgomery, John Alvin.....	Baltimore
Moore, Audra Winifred.....	Roseville
Moore, Frederick Darrell.....	Athens
Moore, Irvie Mitchell.....	Bethesda
Moore, Kate .....	Shelby
Moore, Mabel .....	Robinson, Ill.
Moore, Mabel Louise.....	Chillicothe
Morar, Lucretia .....	Wheatland, Pa.
Morris, Karl Kratzer.....	Lancaster
Morris, Margaret Martina.....	Magrew
Morris, P. Judson.....	Indianapolis, Ind.
Morris, Mary J.....	Magrew
Morris, Nellie Abigail.....	Magrew
Morrison, Floyd .....	Clay Lick
Morrison, Henry Russell.....	Brownsville
Morton, Helen Black.....	Brownsville
Morton, Sara Margaret.....	Brownsville
Murphy, Elizabeth Ann.....	Higginsport
Murphy, Ethel .....	Millersport
Myer, Florence .....	Newark
Myers, Jay Arthur.....	Athens
Neff, Everett Lowell.....	Albany
Neill, Mildred .....	Venice
Nelson, Belford Beethan.....	Athens
Nelson, Donald Thomas.....	Athens
Newland, Louise .....	Portsmouth

Newton, Madge Alice.....	Athens
Nichols, Ethel May.....	Dyesville
Nixon, Ernest Leland.....	New Plymouth
Nourse, John Darlington.....	Athens
Nye, Earl Lemoyne.....	Athens
Nye, Charles Edward.....	Athens
O'Brien, Christopher Henry.....	Lilly Chapel
O'Connell, Charles Wilmer.....	East Springfield
O'Connor, Gertrude .....	Stewart
Okey, Forest Ray.....	Bethesda
Oldt, Joel Calvin.....	Euclid
Oliver, Ada Lela.....	Byesville
Orr, William Harvey.....	Jacksontown
Osborne, Elva Faye.....	Huron
Oswald, Roy .....	Bloomingsburg
Palmer, Frank Harlan.....	Glenford
Palmer, Minnie .....	Rootstown
Parker, Leone .....	Huron
Parks, Hazel Jennie.....	East Springfield
Parks, Hugh Whiteford.....	Cadiz
Parrott, Joseph Lawrence.....	Mendon
Patrick, Elizabeth .....	Lewiston
Patterson, Anna Gail.....	Shadyside
Paullin, Elda Gertrude.....	Sedalia
Peck, Maude M.....	Castalia
Peelle, Clara Starn.....	Wilmington
Peer, Carrie E.....	Canal Winchester
Pelton, Ethel .....	Hyde Park
Perry, Louise Rebecca.....	Nelsonville
Perry, May .....	Nelsonville
Peters, Mary Margaret.....	Lowell
Pickering, James Theodore.....	Athens
Pickering, Kenneth Harvey.....	Athens
Pickett, Helen Emma.....	Athens
Pidgeon, Howard A.....	Pennsville
Poling, Robert Bertrude.....	Logan
Porter, Elizabeth .....	New Straitsville
Portz, Edwin Arthur.....	Stone Creek
Portz, Ella Clara.....	Newcomerstown
Preston, Kate Sara.....	Chillicothe
Price, Jennie Lovina.....	Athens
Price, John Henry.....	Athens
Price, Marie Louise.....	Athens
Pryor, David Drummond.....	Croton
Pugh, Ira Ross.....	Armstrong's Mills
Pugh, Mozella Winona.....	Armstrong's Mills
Putnam, Virgene .....	Athens
Rains, Hattie Gertrude.....	Leesburg

Rambo, Florence Marie.....	Zanesville
Rapp, Viola Vinta.....	Beaver
Ray, Jesse Maud.....	Sharpsburg
Ray, Verda S.....	Clyde
Redfern, Emory Wayne.....	Adelphi
Reef, George Wesley.....	Round Bottom
Reichart, Dorothy Katherine.....	Mansfield
Reichart, Matilda .....	Mansfield
Reichelderfer, Gladys Ruth.....	Ashville
Reiter, Lulu Wilmina.....	Marietta
Richards, John Conrad.....	Carrollton
Richards, Wendell O.....	Wellston
Ricketts, Reba Delle.....	Amanda
Riddle, Emily Olive.....	Martin's Ferry
Ridenour, Clara .....	Castalia
Roach, Juliet Stewart.....	Athens
Roach, Harry Wescott.....	Athens
Roach, Louise .....	Athens
Roberts, Emmett Ephraim.....	McConnelsville
Roberts, Olive Jane.....	Sidney
Robinson, Anna Elizabeth.....	Newark
Robinson, Mary Kyle.....	Mechanicstown
Roller, Effie Leona.....	Canal Winchester
Roller, Ivan Merle.....	Venedocia
Rolsten, William Henry.....	Logan
Roome, Elizabeth .....	Sistersville, W. Va.
Root, Alexander .....	Coolville
Rose, Reed Phillips.....	Athens
Rossell, Olive Elizabeth.....	East Palestine
Rowan, Lulu Rowena.....	Washington C. H.
Rowan, Madge Anna.....	Washington C. H.
Rowe, Mary Belle.....	Washington C. H.
Rubrake, Frances Kathryn.....	Lowell
Russell, Mary Luella.....	Sarahsville
Ruston, Earl .....	Athens
Sanford, Robert Mason.....	Athens
Saunders, A. Letha.....	Guysville
Saunders, Arthur Claire.....	Findlay
Sayre, Arthur Alan.....	Athens
Schaefer, Otto Walter.....	Athens
Schaeffler, Charles Harry.....	Carroll
Scheer, Kathryn .....	Zaleski
Schierer, Louise Anna.....	Plain City
Scott, Emma J.....	Spencer, W. Va.
Secoy, Ina Leona.....	Athens
Sewell, Clarence Arthur.....	Athens
Shane, Rachel Elizabeth.....	Steubenville
Shannon, Alice Magdalene.....	New Marshfield

Shannon, Ella Veronica.....	New Marshfield
Sharp, Charles Forrest.....	Lucasville
Sharp, David Benjamin.....	Athens
Sharritt, Chloe Wilda.....	Newark
Sherer, Goldie Leah.....	Mendon
Sherman, Alice Louise.....	Wilmington
Shilliday, Clarence Lee.....	New Milford
Shirley, Elmer Wesley.....	Guysville
Shively, Harold Hastings.....	McArthur
Shumaker, Richard Guy.....	Omega
Shuman, Mary Ethel.....	Pleasantville
Shupe, Nellie Gertrude.....	Kingston
Shupert, Bertha Lee.....	Wilmington
Shurtz, Hazel Elizabeth.....	Newcomerstown
Silvus, Effie .....	Athens
Silvus, Paul .....	Athens
Simmerman, Anna Edna.....	Northup
Sims, William M. Tecumseh Sherman..	Athens
Sitterly, Effie Delancey.....	Greenwich
Sivard, Keturah P.....	Toronto
Skeels, Verna Maude.....	Oberlin.
Skinner, Charles Edward.....	Newark
Skinner, Mary .....	Barnesville
Sleeth, Lenora .....	Byesville
Smith, Albert Truman.....	London
Smith, Carl Emslie.....	Spring Valley
Smith, Effie .....	Caldwell
Smith, Flossie .....	Castalia
Smith, Ida .....	Athens
Smith, Laura Gooding.....	Naples, N. Y.
Smth, Lelia Fern.....	Williamsport
Smith, Lillian May.....	Creola
Smith, Martin Crawford.....	Macksburg
Smith, Vernon V.....	Lancaster
Smyth, Ramona .....	Belmont
Snyder, James Monroe.....	Basil
Somers, Essie .....	Columbus
Souders, Grace May.....	Lancaster
Soule, Mary Minnie.....	Wilkesville
Sparks, Florence Mary.....	Sabina
Speck, Frank Richards.....	Uhrichsville
Splitzer, George Washington.....	Chauncey
Spracklen, Arloa Janiza.....	Kenton
Stalley, Charles Elmo.....	Athens
Stansbury, William McClellan.....	Dyesville
Stanton, Flora May.....	New Marshfield
Starkey, Edith Belle.....	New Lexington
Stauffer, Celia Louisa.....	Clarington

Stear, Nelson Leroy.....	Junction City
Stearns, Naomi Cevilla.....	Toledo
Stephan, Edith Lenore.....	Marietta
Stepper, Wanda Fay Gail.....	Wilmot
Stewart, Mattie Marie.....	McArthur
Stickney, Bertha Stewart.....	Athens
Stockwell, Chlora Estella.....	Lynchburg
Stockwell, Effie Maude.....	Sunbury
Stoll, Norma Anna.....	Sandusky
Stone, Rufus Emmett.....	West Rushville
Storts, Christine .....	South Salem
Stout, Edna May.....	Stoutsville
Stout, Orin Clark.....	Stoutsville
Straley, Flossie Enid.....	Jeffersonville
Stratton, Mary Lee.....	Nelsonville
Strawn, Goldie May.....	Athens
Street, Mildred Ardelle.....	Wilmington
Strode, Anna M.....	Sharpsburg
Sutherland, Mary .....	Smithfield
Swartz, Lena Ada.....	McArthur
Swoyer, Laura Alice.....	Ashville
Tague, Vincent .....	New Lexington
Talbot, John Sherman.....	Beverly
Tannahill, Ethel Beatrice.....	Logan
Tarbill, Alice .....	New Holland
Tasaka, Hideji .....	Osaka, Japan
Taylor, Arthur Hamilton.....	McArthur
Taylor, Mary Ilo.....	Good Hope
Taylor, Mason Elijah.....	Jamestown
Teeling, Rudy Bell.....	Millersburg
Tewell, Ruth F.....	Utica
Thoburn, Jessie Emeline.....	Martin's Ferry
Thomas, Hazel Ruth.....	Athens
Thompson, Ida May.....	Athens
Thompson, Bert McCune.....	Byesville
Thornburg, Anna Ethel.....	Cuyahoga Falls
Thorpe, Eva Marie.....	Caldwell
Thrash, Curtis Monroe.....	Carroll
Tom, Fred Lee.....	New Concord
Townsley, Aileen Elizabeth.....	Chillicothe
Trego, Bertha Ellen.....	Chillicothe
Treudley, Ruth .....	Athens
Trinter, Lydia Elizabeth.....	Vermilion
Troendly, Mary Edith.....	Stone Creek
Tsui, Wellington Tong Kom.....	Canton, China
Turner, Lawrence Neal.....	Dyesville
Tuttle, Caroline Lois.....	Andover
Vale, Hazel .....	Smithfield

Valentine, Laura May.....	Springfield
Van Atta, Pleasy Leonard.....	Crooksville
Van Fossen, Jesse Ervin.....	Croton
Van Valey, Gladys Lucile.....	Athens
Van Voorhis, Omer Everett.....	East Liberty
Vanderslice, Marie Llewellyn.....	Athens
Vogelgesang, Sarah .....	Hilliards
Vogt, Bess Mabel.....	Fremont
Voigt, Eugene John.....	Holgate
Waggoner, Clada Ruth.....	Jewett
Wagner, George Everett.....	Sugar Grove
Wallace, Martha Esther.....	Nelsonville
Walls, Callie King.....	Athens
Walsh, Josephine.....	Vincent
Walsh, Mary G.....	Vincent
Walter, Mildred Elizabeth.....	Massillon
Waltermire, Arthur Beecher.....	Findlay
Walters, Deeda Elizabeth.....	Hubbard
Ward, Mary .....	Athens
Warner, John Frederick.....	Portsmouth
Warner, Nora Theresa.....	Oreton
Watkins, Charles Burr.....	Athens
Watts, Mary Ora.....	Grove City
Webb, Muriel Elizabeth.....	Gnadenhutten
Webb, Wesley Howe.....	Pomeroy
Weber, Maude Antoinette.*.....	Athens
Webster, Lee Alpha.....	Torch
Weisenberger, Edna Marie.....	McArthur
Welday, Samuel Oliver.....	Bloomingtondale
Welsh, John Douglas.....	Carpenter
Weltner, Merton Russell.....	Gibsonville
Wentz, Florence Ethel.....	Jeffersonville
West, Glen Curtis.....	Norwalk
West, Nondas .....	Lynchburg
Whitacre, Hazel Marie.....	Butlerville
White, Alger Edwin.....	Belmont
White, Eliza Lorena.....	Chandlersville
White, Mary Samantha.....	Glouster
Whiteside, Edward Thomas.....	Mt. Sterling
Whittaker, Oscar Robertson.....	Bloomingtondale
Wiggins, Lydia Maude.....	Moxahala
Wiley, Nathaniel .....	Kimball, W. Va.
Wilkes, Ernest Constantine.....	Athens
Williams, Arthur .....	Athens
Williams, Besse .....	Shawnee
Williams, Clark Emerson.....	Athens
Williams, Jennie .....	Steubenville
Williams, Lettie .....	Athens



Williams, Roger Eugene.....	Athens
Williams, Winifred Lelia.....	Athens
Williamson, Charles Owen.....	Lancaster
Wilson, Luda.....	Roxbury
Wilson, Rhoda Annette.....	St. Albans, W. Va.
Winn, Mabel Elizabeth.....	Rutland
Winters, Frances Alice.....	Athens
Witt, Charles Edward.....	Athens
Wolfe, Ethel Lynn.....	Catlettsburg, Ky.
Wood, Austin Vorhes.....	Athens
Wood, Effie Muriel.....	Mt. Gilead
Wood, Hazel Belle.....	Chicago Junction
Wood, Jennie Methyl.....	Greenwich
Woodard, Verne Floyd.....	Van Wert
Work, Alice Jane.....	Thurston
Worstell, Sylvia Belle.....	Chillicothe
Yarnall, Floyd Lindley.....	Waterford
Yealey, Nelle .....	Unionville Center
Young, Ezra Sankfield.....	West Union
Young, Howard Oral.....	Lowell
Young, Iva L.....	Everett
Young, Nelle Vanetta.....	Athens
Young, Nita Estelle.....	Athens
Zenner, David Roe.....	Athens
Zenner, Philip McKnight.....	Athens
Zentmeyer, Nellene .....	Dresden

### GENERAL SUMMARY OF STUDENTS BY DEPARTMENTS AND CLASSES

	1908-9	1909-10	1910-11
Post-Graduates .....	5	12	15
Class at Commencement.....	16	33	30
Seniors .....	35	30	50
Juniors .....	33	46	71
Sophomores .....	115	133	161
Freshmen .....	214	209	240
Irregular and Special Students.	50	53	43
State Preparatory School.....	279	253	201
State Normal College.....	417	586	649
Electrical Engineering .....	102	93	75*
Civil Engineering .....	56	63	56*
School of Commerce.....	174	209	210*
College of Music.....	284	309	301*
Summer School .....	623	731	776
<b>Total .....</b>	<b>2403</b>	<b>2760</b>	<b>2878</b>
Names counted more than once	941	1163	1241
<b>Total .....</b>	<b>1462</b>	<b>1597</b>	<b>1637</b>
University Extension Students.			50
<b>Grand total for 1910-11.</b>			<b>1687</b>

### GENERAL SUMMARY OF STUDENTS BY TERMS

	1906-7	1907-8	1908-9	1909-10	1910-11
Spring Term .....	544	536	573	703	634
Summer Term .....	656	678	623	731	776
Fall Term .....	491	549	631	651	644
Winter Term .....	462	538	638	625	648
<b>Total number of students, counting no name more than once.</b>	<b>1319</b>	<b>1386</b>	<b>1462</b>	<b>1597</b>	<b>1687</b>

\*Standard for admission raised.

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# Ohio University Bulletin

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## The State Normal College

of

## Ohio University

Athens, Ohio

32

## Trained Teachers

For

## Ohio Schools

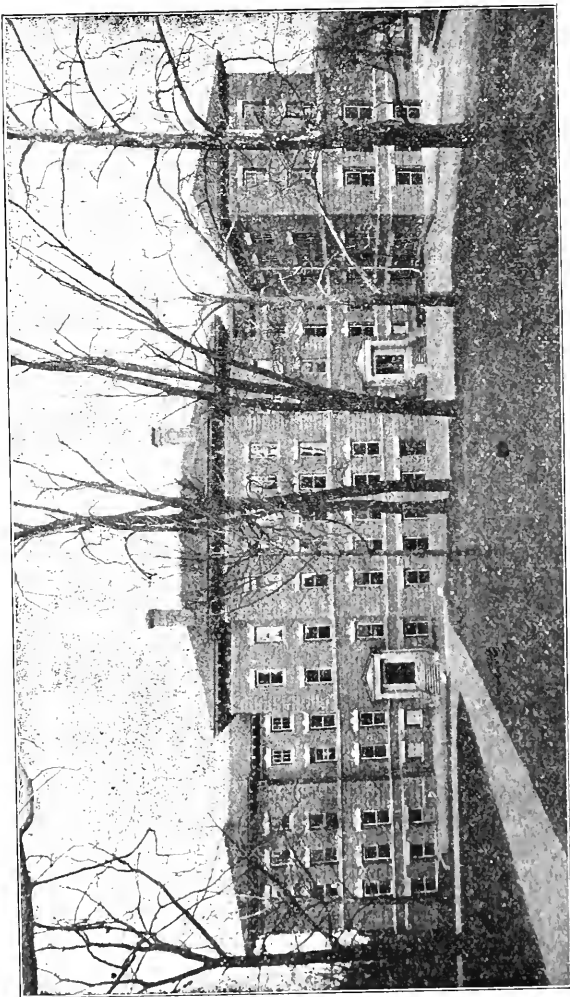
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ELLIS HALL—STATE NORMAL COLLEGE—OHIO UNIVERSITY, ATHENS, OHIO



# Trained Teachers for Ohio Schools

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The State Normal College, Ohio University, Athens, Ohio.

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To the Teachers of Ohio:

After a good many years of waiting, Ohio has at last given her teachers substantial encouragement by providing means and facilities for professional training and has also recognized the difference between a teacher who has received not less than two years of professional training and one who has received no training at all. All teachers who complete a two-year course in the State Normal College are now entitled to life certificates granted in the manner described on the succeeding pages of this pamphlet.

The State Normal College at Athens, Ohio, is a State school for teachers and is co-ordinate in its courses of instruction with the Ohio University, one of the State Universities of Ohio. Ever since the State Normal Colleges were opened, September, 1902, the State Normal College at Athens has offered courses of instruction and training for teachers in the elementary schools of towns and cities, for teachers of rural schools, for high school teachers, for superintendents, and in recent years has made ample provision for the training of supervisors in Music, Drawing, and Kindergarten. The Hawkins Law enacted by the Ohio Legislature in 1910 virtually sets the standard for the training for each class of teachers mentioned above. The standards at the State Normal College have always been even a little higher than those required by the new law.

Certainly every teacher in Ohio who has any professional ambition should seize an early opportunity to secure such professional training as would

entitle him or her to a professional certificate valid for life.

## Life Certificates for Trained Teachers.

At least forty States in the Union recognize the value of professional training for their teachers. This recognition is shown in their certification laws, in which graduates of their State Normal Schools are granted professional certificates exempting their holders from further examinations. In twenty-one States the graduates of the State Normal Schools and Colleges of Education are granted permanent or life certificates upon graduation and in twenty States provisional certificates are granted, valid for a period ranging from two to four years, at the expiration of which time the certificates are made permanent upon the applicant's credentials showing successful teaching experience. Until 1910 Ohio was not to be found in either column, but the Legislature of 1910 enacted the Hawkins Law, which recognizes professional training by granting to the holders of diplomas from Normal Colleges first a State provisional certificate, valid for four years, and such certificate is to be made permanent when the holder has passed a limited professional examination before the State Board of School Examiners and has had not less than twenty-four months of successful experience in teaching.

Prior to the enactment of this law several States had recognized the diplomas of the State Normal College of Ohio University, by granting provisional or permanent State certificates to their holders. The Hawkins law is already proving a healthy stimulus to professional activity among the teachers of Ohio. The provisions of this law, briefly stated, are as follows:

The Normal School or College which grants the diploma recognized under this law, must offer a

college course of not less than two full years beyond graduation from a four-year high school course or equivalent preparatory scholarship. This means that the preparation for such a professional course must cover not less than 15 units of high school or secondary subjects, a unit standing for a subject pursued not less than one year of not less than 32 weeks. In ordinary interpretation this means that 160 recitation hours or periods of 40 minutes each, shall be given to a high school subject to equal one unit of credit. Under the ruling of the State School Commissioner, not less than 50% of the two-year course in the Normal School or College shall be given to educational or professional subjects. The law provides that all courses for elementary teachers, and special teachers in Drawing, Music, Kindergarten, Manual Training, etc., shall cover not less than two years of work apportioned between professional and academic subjects in such ratio as the Commissioner shall require. As a part of the professional work done in such a case, there shall be not less than 180 recitation hours devoted to Observation and Practice Teaching in a Training School under the direction and control of the Normal School or College, and not less than 90 hours of this work shall be given to actual teaching in such Training School. The holder of a diploma granted for one of these two-year courses is entitled to a four-year State certificate valid in any school in the State, after passing the regular examination for elementary certificates, the manuscripts to be forwarded by the county examiners to the State School Commissioner, who grades and values the same. If the holder of such diploma has had twenty-four months of successful experience or as soon as he has that much experience to his credit, whether before or after graduation, is entitled to go before the State Board of School Examiners and take an examina-

tion in Theory and Practice, passing which the applicant is given a Common School Life Certificate.

All graduates of a four-year Normal School or College Course pursue the same general plan and are granted High School Life Certificates. The four-year course shall include not less than 25% of professional subjects in which shall be included actual Observation and Practice Teaching in secondary subjects in a Training School under the direction of the Normal School or College. This means no such diploma shall be recognized unless one full collegiate year has been devoted to professional subjects, although the work in these subjects may be distributed throughout the four years. The holder of a diploma from a four-year course in a Normal School or College first takes the regular uniform high school examination before any county board in the State, the papers to be graded and valued by the State School Commissioner. If the applicant is successful he is granted a four-year State High school Certificate. After twenty-four months of successful experience the holder of said diploma is then entitled to appear before the State Board of School Examiners, where he takes an examination in Theory and Practice, History of Education, and Science of Education, passing which he is granted a High School Life Certificate.

All progressive teachers in Ohio now certainly have a strong inducement to obtain professional training. The facilities for such instruction in the State Normal College of Ohio University are such as to meet in every detail all the conditions imposed by this law and by the requirements of the office of the State School Commissioner. In fact, the standard at the State Normal College has always been as high as that above described. The course for high school teachers offered by the State Normal College requires 35% to be done in educational sub-

jects, and the course for superintendents requires 40% or 1000 recitation hours. The facilities for Observation and Practice Teaching required by this law are more than ample to meet the need in the training of teachers in the elementary schools, in the high schools, and for positions as Supervisors in special subjects or as superintendents of schools.

In addition to the course above outlined and recognized by the State in the granting of professional life certificates, the State Normal College has also made ample provision for the professional training of teachers for the rural schools, having established clearly differentiated courses for such teachers and opened a Rural Training School, which will be supervised by a trained and skilled gentleman who has had wide experience in the rural schools.

We feel safe in saying that no Normal School or Teachers' College in this country can offer advantages superior to those found in the State Normal College of Ohio University at Athens.

### **Attend the State Normal College.**

DOUBTLESS MANY INSTITUTIONS in Ohio will claim that they are amply able and fully equipped to train teachers under the Hawkins Law. The State Normal College at Athens was established eight years before this law was enacted and the standards required by the law and by the interpretations of the State School Commissioner are virtually the same as the standards that have been in operation at Athens the past eight years, the only difference being that a little larger per cent of the professional courses has been devoted to educational subjects. The institution at Athens has had eight years of successful experience in the training of teachers and many hundreds of them have gone into the schools of Ohio to do much better work than they could have done without the training.

THE COURSES OF INSTRUCTION offered at Athens were the outgrowth of a careful study of similar courses in operation in the leading State Normal Schools and Teachers' Colleges in the United States. Coming late into the field of professional training, Ohio has profited by the failures as well as by the successes of other States. The courses of study, the sequence of subjects in each course of study, and the articulation of the work in the theory of education with the practice in the Training School, have all been worked out with much care and are recognized as having established efficient standards for the training of teachers.

TEACHERS FOR RURAL DISTRICTS.—Almost one-half of the 26,000 teachers employed in the public schools of Ohio are engaged in teaching in the rural schools or in small village schools where a close system of classification into grades by years is impossible. The State Normal College has made ample provision for the training of teachers for these schools and has recognized the essential differentiation in the functions and needs of such schools as compared with those of cities and the larger towns. A course for rural teachers found elsewhere in this pamphlet, makes ample provision for Observation and Practice in the Training School established for the special purpose of training rural teachers. In this Training School, divided into two rooms, are to be found the eight grades. Each room is presided over by a skilled critic teacher who is a graduate of the State Normal College and who has had several years of successful experience in teaching. Over these two critic teachers is an experienced supervisor who is also a graduate of the State Normal College, from the four-year course, and who teaches professional and academic subjects in the State Normal College. The opportunity for observation and practice in the rural school extends not only to these

two schools but to every phase of work done in the isolated single-room school. The schools of the entire township, 18 in number, are also under our supervision.

THE TWO-YEAR COURSE provided for rural teachers does not require graduation from a four-year high school as a prerequisite for admission. However, no diploma under the Harkins Law can be granted for the completion of this course. For this reason, provision will be made for graduates of four-year high school courses to take the regular two-year course in elementary education, in which the special courses in Rural Methods, Observation, and Practice, will be substituted for courses in similar subjects required in that course. Then the graduate from the Rural School Course will be granted a diploma which will have the same value and receive the same recognition as a diploma issued on completion of the two-year course for elementary teachers. We strongly urge high school graduates to take this course, for the rural schools of Ohio are very much in need of teachers who have received training equal to the training required of teachers for the towns and cities.

THE TWO-YEAR COURSES FOR ELEMENTARY TEACHERS, Supervisors of Drawing, Supervisors of Music, Supervisors of Kindergarten, and other special subjects, require graduation from a four-year high school course or equivalent scholarship for admission. Each of these courses requires that not less than 50% be taken in educational subjects. The diplomas will then be recognized as State Life Certificates as above outlined.

THE FOUR-YEAR COURSE FOR HIGH SCHOOL TEACHERS requires graduation from a first-grade high school or 15 units of recognized preparatory subjects. About 35% of the work required in this course is in educational subjects. The educational

subjects as recognized by the State School Commissioner acting under the Hawkins Law are as follows: Principles, or Science of Education, History of Education, General and Special Methods, School Management, School Administration, Psychology, including Genetic and General Psychology, Child Study, Observation, and Practice Teaching. The law requires that not less than 25% of this course shall be in professional subjects, but in requiring 35% we are following the practice of the strongest professional schools in this country.

THE COURSE FOR SUPERINTENDENTS AND PRINCIPALS sets the same standards for admission and graduation as the course for high school teachers; with the exception that the amount of professional work is greater than in the other course—about 40% or 1000 recitation hours.

THE COURSE FOR COLLEGE GRADUATES covers one full collegiate year and is designed to meet the needs of those who hold Bachelors' degrees from any creditable college, such degree having been granted on four years of collegiate work. The School Commissioner's interpretation of the Hawkins Law makes mandatory not less than one full collegiate year to be devoted to professional subjects including training. The college graduate who already has some credits in educational subjects may take a sufficient number of such subjects during the year to round out 625 recitation hours in professional subjects and spend any additional time on academic subjects.

COURSE FOR PRIMARY TEACHERS—Very frequently a teacher desires to make special preparation for work in the First Grade or D Primary. Excellent opportunities are offered such students. They are permitted to take special work in Primary Methods, do more than the minimum of



120½ hours of teaching, taking a special course in Kindergarten Methods, do special work in the matter of lesson-planning for the First Grade, and devote special attention to Nature Study, Language, Music, Drawing, etc., to fit themselves for positions as special Primary Supervisors. If a teacher desires to confine her study to the work of the first four grades—that is, to the primary school as distinguished from the grammar school—opportunity is afforded for such specialization and all the practice teaching of such pupil-teacher will be confined to the Primary Grades in the Training School. Those who desire to make special preparation for teaching in the Grammar Grades may confine their practice teaching to the Grammar Grades of the Training School.

THE KINDERGARTEN.—Special attention is directed to the fact that the State Normal College opened a first-class Kindergarten with the beginning of the Fall Term, 1907. This is the only State Kindergarten in Ohio, and this addition to the already wide range in courses of instruction in the State Normal College came in answer to a demand for a course of instruction that would prepare young ladies for positions as Kindergarten teachers, as the kindergarten is now a part of the public school system of Ohio, and all boards may make a special levy for the support of kindergartens.

NEW DEPARTMENT OF ELEMENTARY SCHOOL-SCIENCE.—It is with peculiar pleasure that the State Normal College announces as a new department that of Elementary School Science, consisting of courses in Elementary Agriculture, Nature Study, Geography, Physical Geography and Biology and Physics for the Elementary School. A specialist of broad and practical experience is in charge, a fine laboratory has been fully equipped and opportunities are

here offered that are not excelled in any state normal school in the country. In fact no other school maintains a regular science department so broad in its scope of training for teachers of elementary schools. A School Garden is one of the regular features of the instruction. Experimental work in agriculture is carried on and all elementary teachers are required to take work in this subject.

## The Training School.

The very center of a normal school is its Training School. A theory of teaching must stand the test of actual practice under normal conditions. Ever since the State Normal College at Athens was opened it has maintained a Training School. This Training School now covers work in the Kindergarten, the Primary Grades, the Grammar Grades and the High School—as well as a Rural Practice School. This Training School consists of well-graded and closely articulated schools of the primary and grammar grades, followed by the State Preparatory School for high school practice. Each school or grade consists of about forty children, and is a real school in every sense. The Normal College has under its own roof and its own control, the pupils from about one-third of the city of Athens—the portion of the city in which the University is located. These, then, are all real schools, not small schools of selected children, but schools in which real conditions exist. Collectively, these schools constitute our Training School. During the first year of the student's training the Training School is used as an observation or model school, in which the teaching is all done by the Critic Teachers, who are all trained teachers regularly in charge of each room. During the first year the student or pupil-teacher takes lessons in observing

the work and in reporting on what he sees. During the second year, after the student has taken a thorough course in Methods, Psychology, Observation, Principles of Education and Courses of Study, he is required to teach in these schools, the work being adapted to his taste or to the grades in which he wishes to specialize. The Training School is now to him a Practice School. This teaching is done under the guidance and supervision of the Critic Teachers and the Training Supervisor. The Rural Training School is separate from the Training School for the graded schools of towns and cities but only a few minutes walk from the Normal College buildings.

A similar plan is followed by those who are training for high school positions. They observe the teaching of Physics, Botany, Algebra, Geometry, Literature, Rhetoric, Latin, German, History, and other secondary-school subjects. Before graduation each candidate for a degree must teach one or more of these subjects not less than 120 hours, or lessons, and this teaching must be of such character as will be accepted by the college authorities.

Below, we give in full outline the main courses of study offered by the State Normal College. The complete catalogue, which will be sent to anyone on request, contains much additional information. In the Normal Preparatory Course no Latin is required, although the student may elect Latin instead of other subjects if he chooses. One may complete the two-year Normal College Course, without the preparatory Latin, but if the student continues the remaining two years of the four-year or degree course a foreign language will be required, as in other courses. See catalogue. A teacher's certificate will excuse the holder from the common branches in the first year of the Preparatory Course.

## The Preparatory Course

The State Normal College does not itself offer a preparatory course for those who have not completed a regular high-school course of study. However, the Ohio University maintains a Preparatory Department covering four years of about the same character of work found in our best first-grade high schools. There are three preparatory courses and the completion of any one of these courses will admit the student to the Freshman Class of the State Normal College without condition. The subjects offered in the course for rural teachers, found elsewhere in this pamphlet, will count toward the completion of a preparatory course and will credit the student for admission to the State Normal College, but the student must have to his credit 15 units of preparatory work. These may be taken in a high school, or in the State Preparatory School, or partly in one and partly in the other. If the student desires to enter upon one of the regular four-year or degree courses in the State Normal College he must have to his credit five years in foreign languages, or should he lack a portion or all of the five years in foreign languages, he will make up that amount while taking his college course but will be given college credit for the same.



# Detailed Statement of Courses of Study

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## COURSE FOR ELEMENTARY TEACHERS

(For Graduates of High Schools.)

### First Year

FALL TERM (15 weeks)—English Poetry, 3; U. S. History, 4; School Hygiene, 3; Psychology, 5; School Music, 2; School Drawing, 1.

WINTER TERM (11 weeks)—American Poetry, 3; U. S. History, 4; Advanced Grammar, 5; Advanced Arithmetic, 5; Principles of Education, 3; School Music, 2.

SPRING TERM (12 weeks)—Literature for the Grades, 3; Physiography, 3; Principles of Education, 3; Observation in Primary Grades, 5, or Observation in Grammar Grades, 5, or Observation in Rural Schools, 5; School Management and School Law, 3; School Drawing, 1.

### Second Year

FALL TERM—Paidology, 4; Elementary Course of Study, 3; Grammar-Grade Methods, 4, or Primary Methods, 4; Nature Study, 4; Teaching; One Review, 5.

WINTER TERM—Sociology, 3; Zoology, 2; Paidology, 4; Handwork, 4; Teaching or Nature Study, 4; One Review, 5.

SPRING TERM—Zoology, 4; Psychology, 3; History of Elementary Education, 4; Nature Study, 4; Teaching; One Review, 5.

# COURSE FOR HIGH-SCHOOL TEACHERS

(For Graduates of High Schools)

## REQUIRED SUBJECTS

### Freshman Year

FALL TERM—A Foreign Language, 4; Algebra, 4; English Poetry, 3; U. S. History, 4; School Drawing, 1.

WINTER TERM—A Foreign Language, 4; Plane Trigonometry, 4; Invertebrate Zoology, 2; U. S. History, 4; School Drawing, 1.

SPRING TERM—A Foreign Language, 4; Invertebrate Zoology, 4; School Drawing, 1.

### Sophomore Year

FALL TERM—Ethics, 3; School Hygiene, 3.

WINTER TERM—Psychology, 4; Sociology, 3; American Poetry, 3.

SPRING TERM—Psychology, 3.

### Junior Year

FALL TERM—Philosophy, 3; Paidology, 3; Science of Education, 3.

WINTER TERM—Paidology, 3; Science of Education, 3.

SPRING TERM—Paidology, 3; High School Methods, 3.

### Senior Year

FALL TERM—School Administration and School Law, 3; History of Education, 3; Literary Criticism, 2; Teaching.

WINTER TERM—Secondary Course of Study, 3; History of Education, 3; Thesis, 5; Teaching.

SPRING TERM—Paidometry, 3; History of Education, 3; Teaching.

NOTE—The required subjects above scheduled amount to 1,527 recitation hours. The student must elect the remainder of the 2,500 hours required for graduation. At the beginning of the Sophomore year each student in the course must elect to take a special line of work—a Foreign Language, English, Mathematics, History, or Science—and before graduating from the course he shall have completed not less than 342 hours credit in the special line elected, including any number of hours that may have been given to the subject in the Freshman Year. The student shall report such election for the special study to the Dean of the Normal College for his approval, not later than the Fall Term, Sophomore Year.

# **COURSE FOR SUPERINTENDENTS AND PRINCIPALS**

## **REQUIRED SUBJECTS**

### **Freshman Year**

FALL TERM—A Foreign Language, 4; Algebra, 4; English Poetry, 3; Political Economy, 2; School Drawing, 1.

WINTER TERM—A Foreign Language, 4; Plane Trigonometry, 4; Political Economy, 2; Invertebrate Zoology, 2; School Drawing, 1.

SPRING TERM—A Foreign Language, 4; Invertebrate Zoology, 4; Nature Study, 4; School Drawing, 1.

### **Sophomore Year**

FALL TERM—A Foreign Language, 4; Ethics, 3; Dynamic Biology, 3; School Hygiene, 3.

WINTER TERM—A Foreign Language, 4; Psychology, 4; Sociology, 3; American Poetry, 3.

SPRING TERM—A Foreign Language, 4; Psychology, 3.

### **Junior Year**

FALL TERM—Philosophy, 3; Paidology, 3; Science of Education, 3; School Administration and School Law, 3.

WINTER TERM—Paidology, 3; Science of Education, 3; Methods, 3.

SPRING TERM—Paidology, 3; High School Methods, 3.

### **Senior Year**

FALL TERM—Elementary Course of Study, 3; School Systems, 3; History of Education, 3; Literary Criticism, 2; Teaching.

WINTER TERM—Secondary Course of Study, 3; History of Education, 3; School Systems, 3; Thesis, 5; Teaching.

SPRING TERM—Supervision and Criticism, 3; Paidometry, 3; History of Education, 3; Teaching.

NOTE—The student may elect any collegiate subjects he pleases in order to make up the full requirement of 2,500 hours. These subjects may all be elected from the College of Liberal Arts, and when all the required subjects in the A. B., B. S., or B. Ph. course have been completed, that degree as well as the B. Ped. degree will be granted, though both degrees are not granted at the same commencement.

## COURSE LEADING TO A DIPLOMA IN ELEMENTARY EDUCATION AND A DIPLOMA IN SCHOOL DRAWING.

### First Year

The work of this year will be the same as designated under the course for Elementary Education as found in this pamphlet. It will be noticed that the student receives two diplomas on completion of this course.

### Second Year

FALL TERM—Paidology, 4; Advanced Drawing, 2; Grammar Grade Methods, 4.

WINTER TERM—Paidology, 4; Hand-work, 4; Advanced Drawing, 2; Teaching.

SPRING TERM—Psychology, 3; History of Elementary Education, 4; Observation, 2; Hand-work, 2; Teaching.

### Third Year

FALL TERM—Elementary Course of Study, 3; Designing, 2; Mechanical Drawing, 2; Composition and Methods, 5; Teaching.

WINTER TERM—Sociology, 3; Zoology, 2; Composition and Sketching, 5; Designing, 2; Mechanical Drawing, 2; Teaching.

SPRING TERM—Zoology, 4; School Management and School Law, 3; Designing, 2; Mechanical Drawing, 2; Composition and Sketching, 5; Teaching.



## **COURSE LEADING TO A DIPLOMA IN SCHOOL DRAWING**

### **First Year**

The work of this year is the same as in the courses for the Freshman Year in the College of Liberal Arts or the Normal College, except that the school drawing given in the first year Normal work should come into either course.

### **Second Year**

**FALL TERM**—College Rhetoric, 3; Advanced Drawing, 2; Designing, 2; remaining hours elective, making not less than 17 hours each term.

**WINTER TERM**—Psychology, 4; Advanced Drawing, 2; Designing, 2; Hand-work, 4; remaining hours elective,

**SPRING TERM**—Psychology, 3; Observation, 2; Designing, 2; Hand-work, 2; remaining hours elective.

### **Third Year**

**FALL TERM**—Science of Education, 3; Composition and Methods, 5; Mechanical Drawing, 2; Teaching; remaining hours elective.

**WINTER TERM**—Science of Education, 3; Composition and Sketching, 5; Mechanical Drawing, 2; Teaching; remaining hours elective.

**SPRING TERM**—Composition and Sketching, 5; Mechanical Drawing, 2; School Management and School Law, 3; Teaching; remaining hours elective.

## **DIPLOMA COURSE IN PUBLIC-SCHOOL MUSIC**

### **First Year**

**FALL TERM**—Voice, 2; Piano, 2; Psychology, 5; First Theory, 2; First Harmony, 2; Music Methods, 3; Observation, 2.

**WINTER TERM**—Voice, 2; Piano, 2; Psychology, 5; Second Harmony, 2; Second Theory, 2; Music Methods, 3; Observation, 3.

**SPRING TERM**—Voice, 2; Piano, 3; Psychology, 5; Third Harmony, 2; Music Methods, 2; School Management and School Law, 3.

### **Second Year**

**FALL TERM**—Voice, 2; Piano, 2; Paidology 4; Fourth Harmony, 2; Music Methods, 3; Teaching, 3.

**WINTER TERM**—Voice, 2; Piano, 2; Paidology, 4; Music Methods, 3; Principles of Education, 3; Teaching, 3.

**SPRING TERM**—Voice, 2; Piano, 2; Music Methods, 3; Principles of Education, 3; Teaching, 3; Elementary Course of Study, 3.

# DIPLOMA COURSE IN KINDERGARTEN EDUCATION

## First Year

FALL TERM—Kindergarten Theory and Activities, 4; Nature Study, 4; Psychology, 5; English Poetry, 3; Observation or Practice, 3.

WINTER TERM—Kindergarten Theory and Activities, 5; Nature Study, 4; Paidology, 4; Principles of Education, 3; Observation or Practice, 3.

SPRING TERM—Kindergarten Theory and Activities, 5; Nature Study, 4; Hygiene, 3; Observation and Practice, 4; School Management and School Law, 3.

## Second Year

FALL TERM—Kindergarten Theory and Activities, 5; School Music, 2; Paidology, 4; School Drawing, 1; Elective, 3; Practice, 5.

WINTER TERM—Kindergarten Theory and Activities, 5; School Music, 2; School Drawing, 1; Sociology, 3; Handwork, 4; Practice, 5.

SPRING TERM—Kindergarten Theory and Activities, 3; School Drawing, 1; History of Education, 4; Primary Methods, 2; Practice, 9.

## RURAL-SCHOOL COURSE FOR TEACHERS

### First Year

FALL TERM (15 weeks)—U. S. History, 5; Composition and Rhetoric, 5; Arithmetic, 5; Physiology, 5, or Physical Geography, 5.

WINTER TERM (11 weeks)—U. S. History completed, 5; Political Geography, 5; American Literature, 5; Rhetoric, 5, or Orthography and Phonics, 3.

SPRING TERM (12 weeks)—Civil Government, 5; American Literature, 5; Theory and Practice, 5; Grammar, 5, or Public School Drawing, 2.

### Second Year

FALL TERM—Advanced Arithmetic, 5; Psychology, 5; Observation and Methods in Rural Schools, 5; English Literature, 5, or General History, 5, or Physics, 5, or Algebra, 5.

WINTER TERM—Nature Study, 4; Advanced Geography, 4; English Literature, 5; the Rural-School Course of

Study, 3; General History, 5, or Physics, 5, or Elementary Botany, 5, or Algebra, 5.

SPRING TERM—Elementary Agriculture, 4; Advanced Grammar, 3; School Management and School Law, 3; General History, 5, or Botany, 5, or Physics, 5, or Algebra, 5; Drawing or Music, 2. During this term opportunity will be given for reviews in any or all of the Common Branches.

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## The Normal College Buildings.

The second page of this pamphlet shows a picture of Ellis Hall, the first building erected by the State of Ohio for the exclusive training of teachers. The building was named in honor of President Alston Ellis. The view shown in the picture is that of the rear of the building, with two entrances facing the main group of University buildings. The front of the building faces the street and has a very attractive appearance. This building is about 235 feet long, 80 feet wide, and four stories in height. The central section of the building was begun in 1903 and completed in 1904. The wing to the left was erected two years later; the wing to the right, which extends out in the form of an L, was completed in 1909. The entire building was erected and completely equipped for about \$115,000. A remarkable thing about its erection is that it was built under three contracts extending over a period of five years and completed without one cent of extras, something that can be said of very few State buildings. In Ellis Hall are to be found the professors of the State Normal College, the special laboratories, and the Training School, including every grade from the Kindergarten to the Eighth Grade inclusive. The Training School enrolled the past year about 300 pupils, and more

than 1,000 teachers and prospective teachers received instruction in the class-rooms of this building.

The second building granted the State Normal College was the beautiful and commodious gymnasium, costing about \$47,500. The third building granted the State Normal College by the State Legislature is a Science Hall, begun in 1910 and to cost \$75,000.

Besides these three buildings, students of the State Normal College have free access to the nine other University buildings, their equipment, laboratories, libraries, as well as to the courses of instruction offered in every department of the University.

The State Normal College is supported by a regular State levy which now amounts to about \$35,000 a year. This regular levy is in addition to the special appropriations above named. As this is a State institution no tuition is charged, the only school expense being a registration fee of \$6.00 per term for each of the regular terms, and \$3.00 for the Summer Term. Of every dollar expended on the training of the teachers who attend the State Normal College, the State pays about 90 cents and the student ten cents. It would seem that every teacher who has any ambition to serve the State could not fail to appreciate the part the State is willing to do in preparing him for efficient service in the public schools. Other school expenses are very reasonable. Board and room at the dormitories for women cost \$3.50 to \$3.75 per week and board and room outside of the dormitories cost but little more.

## A Teachers' Bureau.

The graduates of the State Normal College are eagerly sought by superintendents and boards of education. The Dean of the State Normal College is unable to supply the demand for trained teachers. Every graduate is promptly located and many more could find appointment at salaries far above those of untrained teachers. The demand for training is growing, and many boards of education insist upon trained teachers and when they fail to secure a graduate are often willing to accept the next best, a teacher who has had considerable training but who has not completed a course. Positions aggregating many thousands of dollars have thus been secured for teachers who are worthy of recognition or promotion through their training in the State Normal College.

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## Conclusion

Athens is a beautiful little city of 6,500 people; has no saloons; is healthful and supplied with drinking water noted all over the State for its purity; is a splendid school town, where the people admit the students to the very best homes; and the churches take a deep and sincere interest in the work of the University and Normal College.

A Catalogue of 212 pages, giving full and detailed information, will be sent free on application to

**HENRY G. WILLIAMS**, Dean State Normal College, or

**ALSTON ELLIS**, President Ohio University.

Athens, Ohio.

# **OHIO UNIVERSITY**

**AND**

## **The State Normal College**

### **ATHENS, OHIO**

— INCLUDING —

#### **A. The College of Liberal Arts**

##### **1. Courses and Degrees**

- a. Liberal Arts Course, A. B. Degree
- b. Scientific Course, B. S. Degree
- c. Philosophical Course, B. Ph. Degree

##### **2. Departments**

- a. Engineering Departments, Civil and Electrical
- b. School of Commerce, Commercial College
- c. Department of Music, College of Music
- d. Art Department
- e. The State Preparatory School

#### **B. The State Normal College**

##### **1. Courses and Degrees**

- a. Course in Elementary Education, Diploma
- b. Course for Secondary Teachers, B. Ped. Degree
- c. Course for Principals and Superintendents, B. Ped. Degree
- d. Course for College Graduates, B. Ped. Degree

##### **2. Departments**

- a. The State Training School
- b. The Kindergarten Department, Diploma
- c. The Public-School Music Dept., Diploma
- d. The Public-School Art Department, Diploma
- e. Rural School Training Department, Certificate or Diploma

**Facts to be Remembered:** Ohio University was established in 1804 by an act of the Ohio Legislature. The State Normal College was added in 1902, by an act of the Ohio Legislature. The Faculty consists of 67 members. Students enrolled within the past year, 1,597.

**Expenses:** No tuition; Registration of \$6.00 a term or \$18.00 a year; Good board and furnished room cost only \$3.00 to \$3.50 per week. Many students find employment and pay their way.

**Athens:** A beautiful, healthful city with good homes, pure water, prosperous churches, and no saloons.

**Further Information:** For general information about the work of the University, and for complete catalogue, write to Alston Ellis, President Ohio University.

For information concerning courses in College of Liberal Arts, write to Edwin W. Chubb, Dean College of Liberal Arts.

For information concerning courses in the State Normal College, write to Henry G. Williams, Dean State Normal College, Athens, Ohio.

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*The Historic  
College of the  
Old Northwest*

ATHENS, OHIO — OCTOBER, 1910

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# OHIO UNIVERSITY

## THE HISTORIC COLLEGE OF THE OLD NORTHWEST

BY

CLEMENT L. MARTZOLFF  
ALUMNI SECRETARY

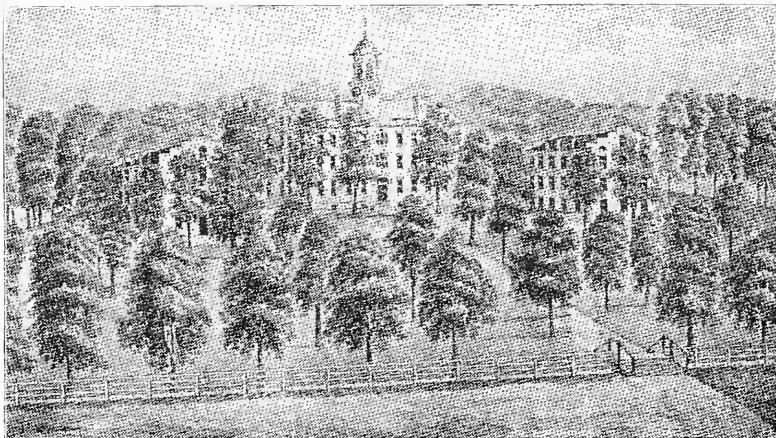
REPRINTED FROM THE PUBLICATIONS OF THE OHIO  
ARCHAEOLOGICAL AND HISTORICAL SOCIETY



## OHIO UNIVERSITY—THE HISTORIC COLLEGE OF THE OLD NORTHWEST.

CLEMENT L. MARTZOLFF.

Situated on the winding Hock-Hocking amid the picturesque hills of Southern Ohio is the little city which, according to Theodore Roosevelt, "with queer poverty of imagination and fatuous absence of humor has been given the name of Athens."



OHIO UNIVERSITY, 1875.

Probably the strenuous ex-president would have considered it more appropriate to have named it "Hog-Hollow" or "Buz-zards' Glory" or some such euphonious title instead. In justification of its name it must be remembered that the settlers sent out by the Ohio Company of Associates had a greater per cent. of Harvard and Yale graduates than any similar body of pioneers in America. So when these men christened Marietta, Athens, Campus Martius, Rome, Troy, and Carthage it was not because of paucity of imagination but rather out of

their abundance of knowledge. The humor of the situation may never have struck them, for they were Englishmen. But the desire to build well was theirs. So they laid the foundation deep and broad. The settlement began under the "reign of law" and with it was the establishment by law of the church, the school, and the college. The fathers of Ohio may have lacked imagination and they may not have been able to see a joke but neither were they renegades, squatters, bush-whackers, nor scalp hunters. This alone ought to neutralize their



MANASSEH CUTLER.

"fatuous" short-comings and we can forgive them their classical enthusiasm in calling the rude building erected in the woods of Ohio a university and the pioneer hamlet surrounding it Athens.

"The town and the college were twins. The site of the former was selected with a view of the latter and a name was chosen that should be a prognostic of the place of culture for the Northwest such as old Athens had been for the ancient world."

The Ohio University had its inception along with the Ordinance of 1787. This makes it the oldest collegiate institution northwest of the Ohio river and as Dr. Manasseh Cutler was the moving spirit in the settlement of this first west and the establishment of organic law there, so too can we look to him as the "Father of Ohio University". By his constructive statesmanship and his consummate diplomacy, he succeeded in getting a dying congress to do in two weeks what it had failed to accomplish in three years—the establishment of a government for the Northwest Territory. He was instrumental in having placed in the famous ordinance the now oft-quoted

"religion, morality, and knowledge" doctrine. Two weeks later he had completed his negotiations for the purchase of land for the Ohio Company of Associates. He insisted that there should be a donation of land within the purchase for the endowment of a university. The amount demanded was two townships. Congress hesitated, whereupon Dr. Cutler at once went to his room and began to pack his belongings, preparatory for departure. The negotiations were all off as far as he was concerned. Massachusetts would sell him land, up in what is now Maine. This brought the committee to time. The bargain was struck. Congress ordered the Board of Treasury to enter into a contract.

"Not more than two complete townships to be given perpetually for the purposes of an university, to be laid off by the purchaser or purchasers, as near the center as may be (so that the same shall be of good land) to be applied to the intended object by the Legislature of the state (July 23, 1787)."

The Ohio University for which the above recommendations were made thus becomes the recipient of the first endowment of land for higher education by the National Government. It is true that this idea of Congressional endowments did not originate with Dr. Cutler.

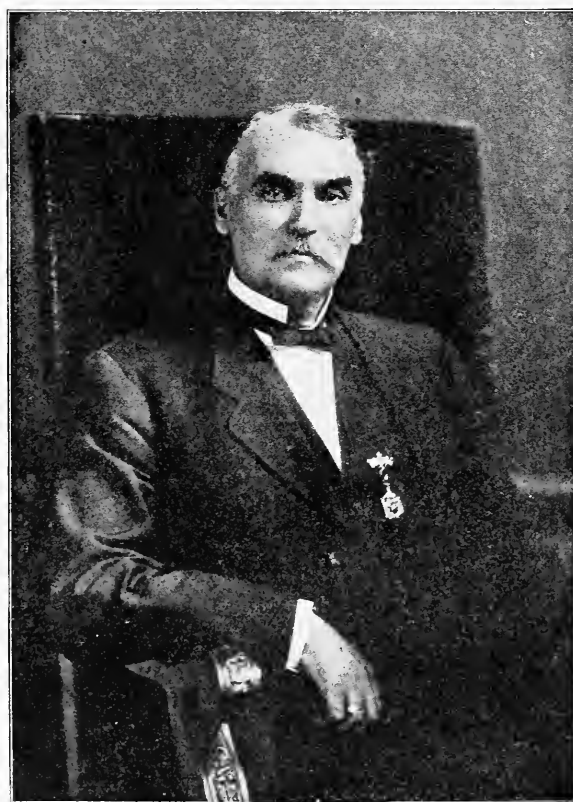
In June, 1783, Colonel Bland, a Delegate in Congress from Virginia, in a resolution touching Western Lands, had proposed to utilize the income of certain of the lands for "founding seminaries of learning." In the same year Timothy Pickering had given utterance to a similar idea.

As no immediate results came from these proposals they are only interesting and important in showing the trend of opinion of the times. The credit of working out the details and the honor of securing the "college grant" belong without doubt to Dr. Cutler.

A further concession was demanded in the letter of the Ohio Company to the Board of Treasury, under date of July 26, 1787. The land was taken in parcels and to be paid for in installments. In the event that some parts might not be taken up there might be some question as to the location of

the college lands and even if they should be entitled to them or not; whereupon the Company of Associates requested:

"The lands assigned for the establishment of an university to be as nearly as possible in the center of the first million and a half of acres we shall *pay for*; for to fix it in the center



PRESIDENT ALSTON ELLIS.

of the proposed purchase might too long defer the establishment."

This request was accepted for it was a feature in the contract between the Ohio Company of Associates and the Board of Treasury entered into October 27, 1787.

"And also reserving out of the said tract so to be granted, two complete townships to be given perpetually for the purposes of an university, to be laid off by the said parties of the second part, their heirs or assigns, as near the center as may be, so the same shall be of good land to be applied to the intended object in such manner as the Legislature of the state wherein the said township shall fall, or may be situated, shall or may think proper to direct." Patents for the lands contracted for were duly issued and work of settlement was begun.

The settlement of the Northwest Territory affords a unique example in state building, when New England pioneers 750 miles away from where they were going to make their homes, in a wild and unbroken country, declare that the establishment of a higher institution of learning shall be co-eval with the establishment of civil law.

That the university was the essential feature of the new commonwealth and was used as a means of influencing prospective settlers in the selection of their homes is seen in a French pamphlet, published in Paris, 1782. It was used by the Scioto Company to induce emigrants to come to Ohio. The pamphlet from which the following is a translation was brought to America by one of the Gallipolis pioneers.

"The measures which have been taken by the act of Congress, providing for the disposition of the lands west of the Ohio as far down as the Scioto for the establishment and maintenance of schools, and of a University shed an especial lustre on these settlements and inspire the hope that by the particular attention which has been given to education, the fields of science will be extended, and that the means of acquiring useful knowledge will be placed on a more respectful footing in this country than in any other part of the world. Without speaking of the advantages of discovering in this new country species hitherto unknown in natural history, botany, and medical science, it cannot be questioned that in no other part of the habitable globe can there be found a spot where, in order to begin well, there will not be found much evil to extirpate, bad customs to combat, and ancient systems to reform. Here there is no rubbish to clear away before laying foundations. The first commencement of this settlement will be undertaken by persons inspired with the noblest sentiments, versed in the most necessary branches of knowledge, acquainted with the world and with affairs, as well as with every branch of science. If they shall be so fortunate as to have at first the means of founding on an advantageous

plan these schools and this University, and of sustaining them in such a manner that the professors may be able to commence without delay the different labors to which they may be called, they will, in the infancy of the colony, have secured to themselves advantages which will be found nowhere else."

That was a great day, December 3, 1787, when there gathered in the streets of Ipswich, Mass., the colonists bound for the Ohio. The leader of this band of pioneers was Rufus Putnam, who is well-styled the "Father of Ohio." Four and

a half months later the "Second Mayflower" grated its keel on the pebbly shore of the Muskingum and General Rufus Putnam alighted on the virgin Ohio soil with a commission from the National Government to establish "an university in this wilderness."

Dr. Cutler never became a resident of the colony, but from his Massachusetts home he continued to take an interest in and direct its operation as is shown by the correspondence between him and General Putnam.



RUFUS PUTNAM.

He visited the settlement in the summer of 1788. We find in his diary of the date, September 3d, of that year, how he and General Putnam had crossed the Muskingum to Fort Harmar and in company with Dr. Scott, they climbed "the high hill north-west of the Fort and west of the city. Fine prospect. Some excellent land; fine rock for building; and it is proposed that the university should be on this hill."

There is now an interregnum of several years in which no definite steps are being taken for the establishment of the university. The Western country was in the midst of a desperate Indian war. The Indian edict had gone forth that "no



white man shall plant corn in the Ohio country." A year after the Marietta settlement, Governor St. Clair had invited the Indians to a council at Fort Harmar. But the Miamis and Shawanese stayed away and the Confederated tribes did not sanction the treaty. Brant, the great chief of the Six Nations, was laboring to unite the western tribes into a Confederacy and



PROF. H. G. WILLIAMS,  
*Dean Normal College.*

the English were supplying them with ammunition and aiding them with their counsel. This was the situation confronting the Mariettians in less than two years from their settlement. Marauding parties of the savages were everywhere. The travel down the Ohio became perilous by reason of the attacks on the emigrants. In the autumn of 1790, General Harmar with 1400 men met with a disastrous defeat. The news struck terror to the hearts of the Mariettians and how it was increased may well be imagined when hard on this came across the frozen snow from Big Bottom, the

escaped, from the terrible massacre at their very doors. The colony was put into a state of defense and while no depredations again occurred within the Ohio Company's Purchase there were constant signs of alarm. St. Clair had met a terrible defeat and not until General Wayne had crushed the Indian power and consummated it at the Greenville Treaty did the colonists breathe easier.

"The five years of bloodshed and military campaigns had a decided tendency to check the growth and development of the

Northwest Territory. The able bodied men were taken from the clearing and the fields. \* \* \* The women and children, with the men who remained at home, were paying more attention to the block-houses and stockades than to the corn-fields. Governor St. Clair had promulgated an order that 'the practice of assembling for public worship without arms may be attended with the most serious and melancholy consequences.' The period of the Indian wars was one of fear and anxiety to the settlers and we do not wonder that they did not think of their proposed university. But the clouds of war had hardly passed before they emerged from their forts and took up the work where it had left off. A reconnoitering committee was appointed to locate the college lands. General Putnam remained the man in authority among the colonists. As surveyor-general he usually led all reconnoitering expeditions. The records of the Ohio Company show this entry:

"December 16, 1795.

"The reconnoitering committee having reported that townships number eight and nine in the fourteenth range are most central in the Ohio Company's purchase, and it being fully ascertained that the lands are of an excellent quality.

"*Resolved*, Unanimously that the aforesaid townships number eight and nine in the fourteenth range be reserved for the benefit of an university, as expressed in the original contract with the Board of Treasury."

These townships were surveyed and platted during the years 1795-96 under the direct supervision of Rufus Putnam, "who from the first took an ardent interest in the selection of these lands and the founding of the university. His policy was to encourage the early settlement of the college lands, make them attractive and productive, and so begin the formation of a fund for the institution."

"These lands," says Ephraim Cutler, "with a large surrounding region, were the most favorite portions of the hunting ground which the Indians had surrendered in their several treaties."

According to the same authority, the Indians continued to

return during the hunting season for many years thereafter. Four years later the Territorial legislature appointed a committee with Rufus Putnam as its head to "lay off a town plat with a square for the college." "The committee was accompanied by a surveyor, a number of assistants, and fifteen men to guard against a possible Indian attack. This was certainly a strange introduction of the classics into the Northwest. In a



PROF. EDWIN W. CHUBB,  
*Dean Liberal Arts College.*

fleet of canoes, propelled by the power of the setting-pole against the swift and narrow channel of the Great Hock-Hocking, accompanied by armed guards against the lurking savages and carrying with them pork, beans, and hard tack that made up their rough fare, the committee of old veterans of three wars proceeded to fix with compass and chain the boundaries of the university lands. There was little of polish or culture in the undertaking, but rifles, canoes, and salt pork were never put to better use. Such was the genesis of the Ohio University."

In 1801, Judge Ephriam Cutler stated that the University lands then contained about nine hundred inhabitants. Still the country was a wilderness. The campus was covered with poplar trees and flocks of wild turkeys were frequent. Dr. Eliphaz Perkins, at whose home the University trustees held their first meeting, took bear meat for his medical fees and he himself met bruin one day wandering over the campus inspecting the site of the proposed institution of higher learning. Although not on the ground, Dr. Cutler was still the prime mover in the establishment of the University. The

correspondence between him and Rufus Putnam at this time shows the deep interest he felt in having the college start off right. In a letter dated February 3, 1799, General Putnam gives some data as to the condition of affairs: that the University townships (now Athens and Alexander in Athens county) contain the best land in the whole of the Ohio Company's Purchase; that settlers mostly of the New England stock are rapidly filling them up; that a militia has been organized; that none of the settlers expect to occupy the land rent free for more than five

years; then at an appraised value of twelve dollars per hundred acres; and the annual revenue to the University would be over \$5,000.00.



HENRY W. ELSON,  
*Professor of History.*

Dr. Cutler, under date of July 15, 1799, replied in substance, that he wished to build the University on a broad basis, since it was necessary to look forward to a time when the Western Territory would be in a different state from what it then was, that he had examined into the charters of seminaries in both Europe and America, but none appeared to accord with a

plan so "liberal and extensive as I think ought to be the foundation of the Constitution of *this University*." The educational institutions of this country, however, offered to him more, and he finally modeled it after Harvard and Yale, more particularly the latter, of which he was an alumnus. Upon receipt of this letter General Putnam again wrote to his friend asking for some definite plan. "We are totally destitute of any copy of an incorporating act, or charter of a college or even an academy. I want you to make one out in detail, or procure it done for

us, and forward it by mail as soon as it is ready." In response Dr. Cutler prepared and forwarded to General Putnam a *Charter of University*, accompanied by a letter discussing the various articles of the instrument. The University was to be called the *American University* since the "sound was natural, easy, and agreeable." He then discussed the government of the institution which he admitted was not exactly what he had wanted, but the best he could offer under the circumstances. The rental of the college lands seemed to give him considerable anxiety and properly so, as the later history of the University amply shows. As to buildings, it would be necessary, in the first instance, to open a Latin school, for "I conceive it improbable that any youths can be found in the country qualified for admission as the students of the college." "I am under the greatest obligations to you for the attention you have paid to the subject," writes General Putnam, in reply, "and if it should not in all respects meet the approbation of our legislature, it must be of very great advantage to them in forming an opinion."

This charter with sundry amendments was duly passed by the Territorial legislature and approved by Arthur St. Clair, as Governor, January 9, 1802. General Putnam was authorized to call a meeting of the corporation. Nothing, however, was done in the matter. The political excitement of the year doubtless had much to do with the negligence. Ohio was trying to get into the Union and this topic was uppermost in the minds of everyone and absorbing every other interest. The first legislature of the new state provided for the appraisement of the college lands, which was done during the summer of 1803. The following year another act allowed the appraisers compensation for their services, at the rate of \$1.43 per day. On the 18th of February, 1804, the legislature passed another act "establishing an university in the town of Athens," differing in some respects from the Act of 1802. The corporate name was changed to the *Ohio University*. The corporation was to consist of the governor of the state and the president of the faculty and a body of trustees. The act named the trustees and authorized the governor to call the first meeting. Thereupon Governor Tiffin set

the date for Monday, June 4, 1804, and notified the following gentlemen of their appointment: Judge Elijah Backus, General Rufus Putnam, Judge Dudley Woodbridge, Rev. Daniel Story, Rev. James Kilbourne, and Samuel Carpenter.

In obedience to the call, they met at the home of Dr. Eliphaz Perkins, who lived grandly in a double log house built of yellow poplar trees, neatly squared. It was two stories high and large

enough to shelter the entire board of trustees. The upper story contained very comfortable sleeping rooms; the lower consisted of two large rooms separated by a hall in which on pleasant days the dinner table was spread.

Dr. Perkins had located at Athens because of the prospective establishment of the college there—as a result two of his sons, five grandsons and two great grandsons have been enrolled as Alumni of the institution.

Governor Tiffin, himself, was present. He had ridden on horseback from Chillicothe, through the hills of Vinton county, sixty miles.



EDWARD TIFFIN,  
*First Governor of Ohio.*

Samuel Carpenter came from Lancaster, Rev. James Kilbourne from Worthington beyond Columbus, and Rufus Putnam from Marietta. The roads were only trails and there were but occasional pioneer huts to cheer the traveler. In going across the cliffs and following along winding streams the lone travelers passed the haunts of the bear, the wolf, and the panther. It seems incongruous, "These men had traveled fifty to one hundred miles, by blind paths or Indian trails through dense forests inhabited by wild animals, to this embryo village,

for the purpose of establishing an institution of learning." (Walker's History of Athens County.)

It may be well to glance at the personnel of the board to learn what manner of men these were. Governor Tiffin and Rufus Putnam are so well known that to mention their names is all that is necessary. Judge Backus was a graduate of Yale as was also Judge Woodridge. The Rev. Daniel Story was a graduate of Dartmouth. Rev. James Kilbourne was the first settler at Worthington, Ohio. Dr. Perkins, while not a trustee of the University but very influential in its establishment, was likewise a Yale graduate. It is interesting to note that five of these men were college graduates.

"This first session of the board lasted three days and was principally spent in arranging for the appraisal and leasing of the college lands. Since the surveying of these townships in 1795, numbers of new settlers had come in and occupied the lands. Some of these were rough and determined characters, and were bent on maintaining possession. To adjust these cases, settle disputed titles, etc., required patience, tact, and wisdom. The parties had either to be mollified and induced to come to terms, or be ejected from their lands. The first business of the board was to adjust the claims of conflicting parties, secure titles, and protect the corporation in its rights." (Walker's History of Athens County.)

Governor Tiffin in his message to the Legislature, December 4, 1804, called attention to what had been done and recommended a more liberal policy to the lessees of the land, in order to induce more rapid settlement that the institution might be immediately profited. The legislature responded with an act providing for the appraisal of the lands at not less than \$1.75 per acre and the leasing of them for a period of ninety-nine years, renewable forever. The second meeting of the board of trustees was called for November 20, 1805, but no quorum present, they adjourned. The third meeting was held April 2, 1806. The long intervals between the sessions of the board were spent in surveying and leasing lands and in collecting rents. The trials of this period were many. Squatters had to be ejected. Money was scarce and rents were hard to collect.

At the meeting of 1806 it was decided that sufficient money had been collected to construct a house. Before the close of the year, plans were accepted, and contracts were let. The building was two stories high, twenty by thirty feet, built of brick, and stood on the east side of the campus.

March 2, 1808, the Rev. Jacob Lindley, Dr. Perkins, and Rufus Putnam were appointed a committee to report a system "for opening the academy, providing a preceptor, and conducting that branch of the Ohio University." The course of study

as laid down included the English, Latin, and Greek languages, mathematics, rhetoric, logic, geography, natural, and moral philosophy. Rev. Lindley, a Princeton graduate, became the faculty and advertisements were made that the new school was in readiness. On "registration day" three young men applied for admission — John Perkins, Brewster Higley, and Joel Abbott. Because of the scarcity of money, a committee was appointed to receive hemp, beef, and pork, to market it, and to turn the proceeds into the college treasury. "Then might be



THOMAS EWING.

seen the farmers bringing in the produce. As there were no scales in the town a committee of citizens was appointed to adjust differences between the lessee and the treasurer, should they not agree about the weight of the merchandise." It might be interesting to note who some of the trustees were in these early days of the infant college. A glance suffices to show many names of able men, noted for their ability and wise counsel. Among these might be mentioned Judge Silvanus Ames; Dr. Leonard Jewett, a graduate of the Boston Medical College;



Judge Elijah Hatch, for nine terms a state representative; Hon. Charles R. Sherman, father of John Sherman and General W. T. Sherman; Governor Thomas Worthington; Dr. S. P. Hildreth; Rev. James Hoge; Hon. Thomas Ewing; and Hon. Calvary Morris.

During these beginning years the growth was necessarily slow, but the college grew steadily in favor with the citizenship of the state. Globes, books, and apparatus were purchased and the attendance was very gratifying. In 1810 the laws of Princeton were adopted as the governing code and a course of study was formulated upon the completion of which the student was to receive the degree of bachelor of arts. The curriculum adopted compared favorably with the best eastern schools. In those strenuous days the trustees would meet for deliberation at five o'clock in the morning. The students would assemble for morning prayers at sunrise.

It was in December, 1809, that Thomas Ewing came to the Ohio University after his appetite for knowledge had been whetted to a keen edge by the now famous "Coon-Skin Library." He had just returned from the Kanawha Salines where he had earned enough money to keep him in school for three months "by way of testing my capacity. I left in the spring with a sufficiently high opinion of myself, and returned to Kanawha to earn money to complete my education. I went to Kanawha the third year, and after a severe summer's labor I returned home with about six hundred dollars in money, but sick and exhausted. Instead, however, of sending for a physician, I got Don Quixote, a recent purchase, from the library, and laughed myself well in about ten days. I then went to Athens, entered as a regular student, and continued my studies there till the spring of 1815 when I left, a pretty good though an irregular scholar."

May 3, 1815, the committee appointed by the board of trustees, to examine Thomas Ewing and John Hunter, candidates for a degree of bachelor of arts and sciences, beg leave to report:

"That they have examined the applicants aforesaid in the different branches, \* \* \* \* and that they have witnessed

with much gratification the proficiency made by the before-named students. \* \* \* \*

"That the said Thomas Ewing and John Hunter merit the approbation of the board of trustees, and that they are each entitled to a degree of bachelor of arts and sciences."

Then followed the first Commencement exercises in the Northwest Territory, at which Hunter gave the salutatory and Ewing the valedictory. Hunter died the next year; fifteen years later Ewing was in the United States Senate.



GOVERNOR JOHN BROUGH.

Three years before the board of trustees felt that a new college building was necessary. Accordingly a three-story brick substantially built and fairly equipped with library and apparatus was ready for occupancy in 1817. This edifice although repaired in 1887, is still standing in the center of the campus and is the oldest college building northwest of the Ohio. It was erected at a cost of about \$17,000.

Increase in student attendance and new buildings necessitated additional teaching force. In 1812 an assistant had been employed. Six years later, Joseph Dana, a Dartmouth graduate, began the teaching of languages. Three years more Rev. James Irvine, a graduate of Union College, took the chair of mathematics. A principal was selected for the academy and a librarian employed. Later Professor Irvine was elected the President of the University but ill health prevented him from entering upon his duties and Rev. Dr. Robert G. Wilson, a Presbyterian clergyman, of Chillicothe, Ohio, was the wise choice of the trustees. Dr. Wilson was a South Carolinian

by birth. As a boy he had known John C. Calhoun, had received his academic education in the same academy in which Andrew Jackson had been educated, and had graduated with James Buchanan at Dickinson College. Princeton University had conferred upon him the doctorate. He was inaugurated to the presidency of the University August 11, 1824. The ceremony occurred beneath a bower of green leaves erected upon the college green. In one end of the bower was a high seat; to this place of honor he was escorted by Governor Jeremiah

Morrow and Judge Ephraim Cutler. The latter, on delivering the keys and charter of the institution to the president, said:

"The motives which governed the founders of this university in making the munificent donation from which its permanent revenues are derived, were so deeply interesting as to impose upon those to whose charge it shall be committed duties of no ordinary character \* \* \* the trustees have now, \* \* \* the opportunity of delivering over their keys and charter to one in whom they, and the public, have the highest confidence.

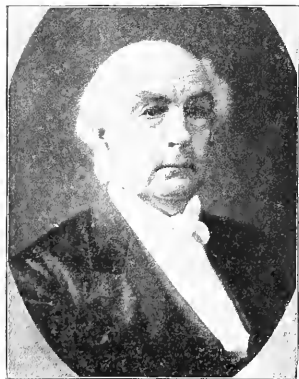


PRESIDENT REV. ROBERT G. WILSON.

That the merciful God, who has hitherto been pleased to smile on the efforts to disseminate light and knowledge, may aid and support in the arduous duties this day assigned you will be the fervent prayer of the trustees."

The beginning of Dr. Wilson's incumbency of the Presidency marks the beginning of a new era of the University. From this period may be dated its complete working system and large usefulness. Literary societies were in full blast; the nuclei of three libraries had been formed and a museum begun. The

pecuniary embarrassments of the institution had been overcome, without resorting to the lottery, that had been contemplated and for which the state legislature had given its sanction in 1817. A new building, the finest of its kind, a new president, and a strong faculty, with a rapidly growing new country, all conspired to make the town of Athens an educational mecca for this western country. The Ohio University for twenty years took precedence over many other colleges. From the time Thomas Ewing went forth as one of the two first graduates, the college maintained a standard of excellence second to none in the country. At the trustees' meeting held April 17, 1823,



JOHN T. BRAZEE.

that body had already felicitated itself upon the position the infant institution had taken in the ranks of colleges.

"It is a subject of peculiar gratification that the standing of this institution is rapidly rising in the public mind. While there are many other institutions in the State, facts warrant the conclusion that the Ohio University has the precedence in the confidence of the public."

The trustees had ample reason for this burst of self-laudation.

Every part of the State was represented in the student body. The Reed boys came from a farm near Urbana, a distance of one hundred and fifty miles. There were in the family seven boys and the father desiring to give them the best educational advantages within reach, selected the Ohio University. But their help was needed in both the spring and the fall on the farm, so they had to journey back and forth at these seasons. The journey was made in a two-horse carriage and it took three days to make the trip each way. The father took his boys back and forth one-hundred and twenty times. In all he traveled eighteen thousand miles or a distance equal to three-fourths around the globe. Of course it paid. Daniel, the eldest, who graduated in 1824, was for years a member of the

faculty of his *Alma Mater*. Then he became a college president. Three became successful lawyers and one of these a Judge of the Supreme Court of Ohio. Two became physicians and the seventh was shot while commanding a vessel in running the blockade in the Mississippi during the Civil War.

John T. Brazee arrived in Athens July 5, 1819, after walking sixty miles from Chillicothe. Graduating in the class of 1824, he became a member of the Lancaster bar, which at that time boasted of such legal lights as Ewing, Stanbery, and Hocking H. Hunter, and where he took first rank among his colleagues. Here, too, came Samuel Bigger, who became Governor of Indiana in 1840.



BISHOP E. R. AMES.

Charles C. Convers of Zanesville, graduated in 1829, and when he died was a member of the Supreme Court of Ohio. Charles T. Sherman, another Lancaster boy in the class of 1830, became a Federal Judge. Cary A. Trimble became a noted surgeon and served two terms in the United States House of Representatives. George W. Summers, a son of the old Dominion, represented his state in the National House. Lucius Verus Bierce was commander-in-chief of the Canadian Patriots in the

Canadian rebellion of 1838.

Among the noted divines who passed out of the University in these days, Bishop Ames and Lorenzo Dow McCabe of the Methodist Church are worthy of mention. These, too, are the days of "rough" John Brough of Marietta who "stuck" type for a living, kicked the foot-ball over Center Building for recreation, fell in love with his wife as an avocation, and at the same time succeeded in laying the educational foundation for his subsequent political career that finally made him one of the "War Governors" of Ohio.

This period of development continued without abatement reaching its high water mark in the days of the great William

H. McGuffey, who succeeded President Wilson in 1839. The future of the college never seemed so bright. Two additional buildings known as the "East Wing" and the "West Wing" were completed in 1837 and 1839 respectively. The name of McGuffey was a household word in the western country and he drew students to him in great numbers. It was during his term that the magnificent row of elms facing the campus was planted, which are still known as the "McGuffey Elms". The time for the re-appraisal of the college lands was drawing near, which



PRESIDENT WM. H. MCGUFFEY.

would materially increase the revenue of the college. The very atmosphere seemed full of the prophecy of a better day soon to be ushered in, when the dreams of the founders would more nearly be realized. Such was the promise when William H. McGuffey became President. The hopes of the friends of the institution were destined, however, to receive a severe shock. It is no credit to the lessees of these college lands that they opposed their re-appraisement and it is to the

less credit of the state legislature that it should have been in collusion to defraud the University of its patrimony.

These days ushered in the "Dark Ages" of the University. "It is not a pleasant chapter to write and no friend of the Ohio University can read it without a feeling that Governor Tiffin acted unwisely in opening a loop-hole through which the holders of the lands might get the ear of the legislature, that, in the language of James A. Garfield, acted with "an unfortunate exercise of power without right." This adverse legislation was enacted March 10, 1843. In 1861 the trustees of the University

petitioned the legislature for relief and a Senate Committee, of which Mr. Garfield was Chairman, made a finding in favor of the memorialists and in so doing reviewed fully but briefly the entire series of litigation and legislation. To make it clear there is no better method than to quote in part from this report.

"From the earliest legislation on this subject, it seems to have been the well settled opinion of the representatives of the Territorial and State Legislatures, and of all other parties in interest, that these two townships should, according to the intent of the grantor, be perpetually held by the state, as



SAMUEL BIGGER.

trustee for the purposes of the University, and that income for the support of the institution should be derived from the rents or uses of said land. \* \* \* The Act of February 18, 1804, was passed for leasing, in appropriate lots or tracts, all the lands in the townships, eight and nine aforesaid, with a reserved rent annually, payable upon their appraised value, and with a condition and stipulation that such tract should be subject to revaluation at the end of

thirty-five, sixty, and ninety years, and with the like rent of six per cent. upon such new valuations to be paid by the lease-holders. And in the nature of an immunity to the lease-holders, in reference to the first and all subsequent appraisements, and with a view to increased rents to inure to the University by rendering the lands more valuable and desirable to the occupants, it was provided that the lands with the buildings which may be erected thereon shall forever be exempted from all state taxes."

"This act, in its main and essential features, has remained in force until the act of March 10, 1843, (which) provides in

substance that all the lands aforesaid should be forever exempt from any and all appraisement. The language of it is peculiar."

"Previous to this adverse legislation the lessees brought a suit in chancery in the Supreme Court of this state enjoining the Ohio University from re-appraising said lands. The Court unanimously decided in favor of the defendants."

"Upon investigation of the subject, your committee have become well satisfied that the memorialists have presented a fair case, entitling them to redress at the hands of the legislature

of this state; that the act of March 10, 1843. gives evidence of power without right; that it is unjust to the Ohio University, unjust to the donors of the endowment, and unjust to the character and the honor of the state, in her relation to both of the other parties and to herself."



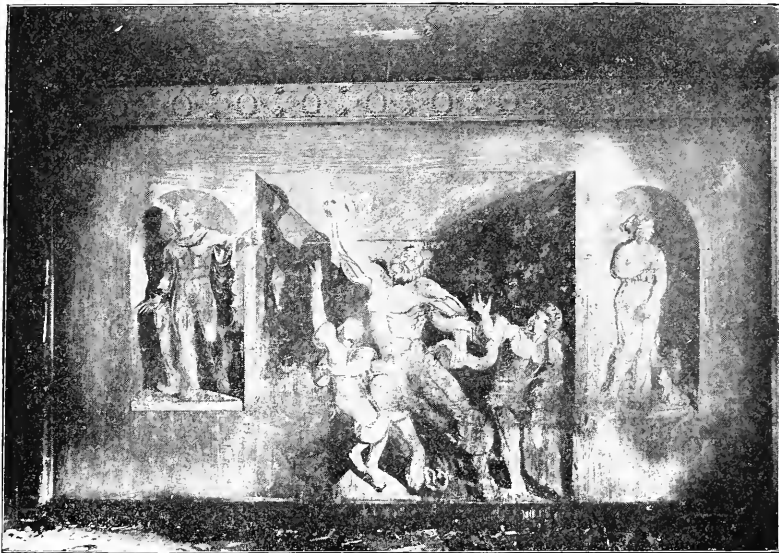
S. S. Cox

The failure of the trustees to increase the revenue of the college brought its finances into bad condition. There was a deficit in 1843 of \$13,518.64 which increased in the following year. A number of the fac-

ulty resigned, students began to leave, and President McGuffey, sick at heart, resigned. For two years longer the struggle continued under the direction of a faculty committee and then, in 1845, this old college closed its doors, until such time, three years it was estimated, the accumulation of the small revenue might liquidate the debts. This was unfortunate in more ways than one. It lost the Ohio University some distinguished Alumni, from among the strong men who had been attracted thither by President McGuffey, and who now were compelled to go elsewhere. Among these might be mentioned the famous "Sun-



set" Cox who had come over from Zanesville. His room was in the Northwest corner of the second floor of the "West Wing". Here until a few years ago when in repairing the building it was necessary to remove it, could be seen on the south wall his celebrated painting of the Laocöon Group which for nearly sixty years was the silent reminder that "Sunset" Cox could paint with the brush as well as with words. The college was again opened for the reception of students



PAINTING OF THE LAOCOON.  
*By S. S. Cox.*

September 14, 1848, but few appeared. Things had to start all over again. There was no graduating class until two years later and for several years thereafter the classes were small. The Rev. Alfred Ryors, a graduate of Jefferson College, became the President. He served but four years when he resigned, to be succeeded by Rev. Solomon Howard, a graduate of Augusta College, Kentucky.

The following extract from a letter written several years ago to General Charles H. Grosvenor further illustrates the

position of Ohio University at this time. It was written by Theodore W. Tallmadge of Washington City, since deceased. Mr. Tallmadge was a Freshman at the University during the college year, 1842-43. It was the last year of William H. McGuffey as President. On account of the action of the Ohio Legislature, in denying the re-appraisement of college lands, it was supposed that the college would suspend immediately, so the students went elsewhere. Mr. Tallmadge went to Princeton, "Sunset"



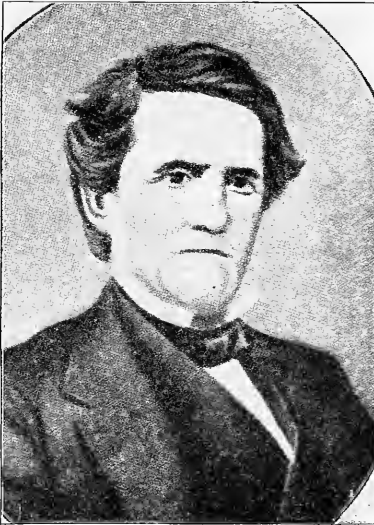
PRESIDENT, REV. ALFRED RYORS.

Cox became a student at Brown, and others went to other colleges.

"We had at that time a large number of students, probably more in attendance than at any University in the State. The faculty was of a superior order, and among them was Mr. Mather, the celebrated geologist and mathematician. Also the great classical professors, Kuhns and Read, highly cultivated scholars, were there. The character and ability of the students tallied with the esteem in which the professors were

held by the community. The public literary entertainments, generally had in the Presbyterian Church, were of a high order. \* \* \* We generally had exercises by the Literary Societies of the College at the termination of the winter session, just before the spring vacation. In addition were the Commencement exercises at the end of the scholastic year; often the students would celebrate the Fourth-of-July by proper exercises, several of them delivering orations and the Declaration of Independence being read. Many of these students that were my

companions at that time have become very conspicuous and influential citizens, not only in the State of Ohio, but in other states. Among them I might mention John B. Hoge of Richmond, Virginia; Converse Goddard of Zanesville, Ohio; R. Patterson Effinger of Lancaster, Ohio; Lorenzo D. McCabe and Dr. Silva of Chillicothe. About twenty per cent. of the students were from other states and at that time the Ohio University was patronized very generally by Virginians, as there was no competing university in that state.



PRESIDENT, REV. SOLOMON HOWARD.

"I suppose that it is generally known that Jefferson Davis was at one time a student at the Ohio University. I am reminded of this more especially because my father-in-law, Major Andrew Parks, of Charleston, West Virginia, was his room-mate. During the War, Major Parks was arrested as a hostage, he having been a member of the seceding convention of his state whereupon a letter from him to Jefferson Davis was the means of his immediate release, because the other party was at once discharged on parole."

"You would probably not be interested in any description of college scrapes during my experience at the University. I will mention some however. At one time some of us of Whig proclivities, who were at a meeting in one of the nearby villages at which the anticipated orator did not make his appearance, pointed out Samuel Sullivan Cox of Zanesville, one of my classmates, as a good speaker that would interest the audience and he made a very acceptable speech."

Dr. Howard remained at the head of the University for

twenty years and during his administration the school regained much of its former prestige and continued to send out some splendid men. While it was handicapped ever for money yet it did its work in a modest, effective way, proving that there are some things besides buildings and endowments in the making of a college.

In speaking of the student body of that period one can not but be impressed with the earnestness characterizing these young

men. These were the days of Ben. Butterworth, who afterward represented his state so ably in the National House of Representatives. College-mates of his were the two Shiras boys—George P. who later became a member of the United States Supreme Court and Olive Perry, who served for twenty-one years on the Federal bench of Iowa. There were many others worthy of mention—Professor Young, the mathematician and Charles M. Walker, the journalist, Joseph C. Corbin, the Afro-American who became State

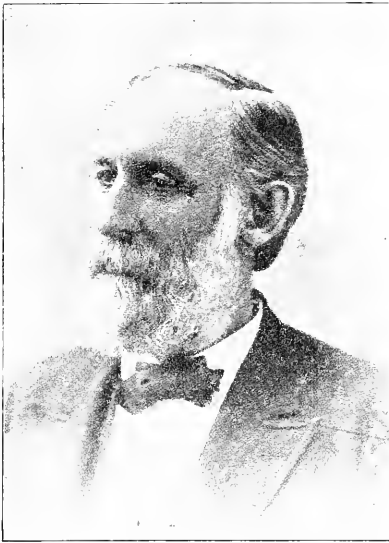


JUDGE OLIVER PERRY SHIRAS.

Superintendent of Education in Arkansas, Judge Hindman of West Virginia, Hugh Boyd, the teacher, Charles S. Smart, later Ohio School Commissioner, Prof. Glenn Adney, Bishops David H. Moore and Earl Cranson of the Methodist Church, William H. Scott, afterward President of his *alma mater* and also of the Ohio State University, John W. Dowd, William S. Eversole, and William D. Lash, prominent Ohio School Superintendents, Judge John L. McMaster, of Indiana, Prof. Russell S. Devol, of Kenyon, Thomas C. Hiff, the distinguished missionary to the Mormons, Dr. Phillip Zenner, Prof. D. J. Evans, and President John

M. Davis of Rio Grande college, and scores of others. The years immediately succeeding the Civil War were especially noted for a large student body. Many of the students had laid aside their books to go to the front and others who had seen service in the army now felt the need of college training and took advantage of the free tuition offered to ex-soldiers at Ohio University. These men were of a more mature mind than the ordinary undergraduates and while they were "back" in many of their scholastic

attainments they in a measure made up for this lack by their earnestness.



PRESIDENT, DR. WM. H. SCOTT.

It was in this period that co-education was introduced at Ohio University. Co-education did not come through the Board of Trustees, but the "co-eds" came and demanded entrance. The first one arrived, bag and baggage, and prepared to stay. For a while she was known as "Adney's private pupil" but as usual the women had their way, the doors were thrown wide open and today Ohio University would be rather a dreary

place if it were not for the "co-eds." The circumstances are as follows:

Mr. Hugh Boyd, of Athens, was desirous that his sister, Margaret, should have a college education, but the "ladies' seminaries" of that time being below what he considered their standard should be, he and Professor Adney discussed the matter, and the latter decided to take his friend's sister as a pupil. It was known, however, that there existed a strong feeling against women attending the same college as men, a prejudice not confined to the towns-people, but the faculty as well, and it

was thought that if formal application were made, it would almost certainly be refused. Miss Boyd accordingly took a part of a term privately for preparation, then entered the Senior grade Preparatory as a "private pupil." In the catalogue of that year, 1868, her name is entered simply as "M. Boyd." But the next year the catalogue stated "Miss Boyd." The second woman student was Miss Boyd's niece, Miss Ella Boyd. Such was the beginning of co-education at Ohio University.

Dr. Howard was succeeded in the Presidency of the University



CHARLES S. SMART.

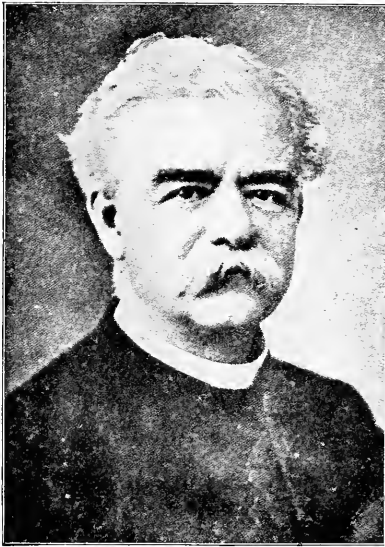
by William H. Scott, of the Class of 1862. The coming of Dr. Scott as the head of affairs marks a new era in the life of the college. In 1872 matters at Athens were at a very low ebb. Only by the persistent efforts of a few loyal friends was the old school kept afloat. Salaries were low and it was hard to maintain a faculty. There was not enough money to repair the fence to keep the cows out of the campus. President Scott at once began to battle for the rights of the university. Almost the entire period of his term

of office was spent in litigation and appealing to the legislature for redress, that resulted in reclaiming a part of the institution's lawful income. Great credit is due this loyal son of the Ohio University for his fearlessness and firmness in championing her interests. He left it finally in what, it is affirmed, he thought to be a moribund condition. But he builded better than he knew. He planted the seeds of a new life. His administration marks the Renaissance of the Ohio University. It was the beginning of a policy that opened the way for a newer day to the pioneer

college and which to a great extent fulfills the ambition of its founder.

Closely associated with President Scott in this contest was George Washington Boyce, of Cincinnati, who had graduated at the Ohio University in 1867. We will allow Dr. Scott to describe what took place.

"In 1873 Mr. Boyce was elected a member of the House of Representatives of Ohio. He appreciated the honor which the office conferred and sought to perform all its obligations efficient-



BISHOP DAVID H. MOORE.

ly and worthily. But nothing connected with it gave him so much satisfaction as the opportunity it afforded him to render important service to his Alma Mater. The first act of this service was the introduction of a bill which provided that the state should refund to the University all the taxes that she had collected from those owners of the lease-holds lands of the University who had surrendered their leases and taken deeds in fee simple, 'with interest on the same since it was so paid in.' The argument for the measure was short and

clear: The lands belonged to the University by an act of Congress passed before the state had an existence, and the state that was to be was made the trustee for the organization of the University and the administration of its affairs. In the act establishing the University the state had empowered it to collect a certain rent and an additional rent equal to the state taxes, and she had herself refrained from collecting any tax from the lands as long as they remained under lease. She thus acknowledged her relations to be that of a trustee, a relation which forbids the holder to

derive any profit from the trust which he administers. Therefore, in collecting taxes on such of the lands of the University as had been changed from a lease hold title to a title in fee simple, the state had violated her obligation as a trustee. The force of this reasoning was recognized by the General Assembly, and the bill passed March 25, 1875.

"But the argument was double-edged. We were met with the question, 'Why does not the University collect the equal amount to which it is entitled on those of its lands which still remain under lease?' To this no answer could be given, except that it never had been collected and that the trustees of the

University were loth to arouse the opposition of the lessees by such action at so late a day. 'Very well, then,' we were told, 'let them be required to do it;' and it was only on the assurance that a bill to that effect would be introduced that some of the members were induced to vote for the first bill.

"So Mr. Boyce introduced a second bill requiring the trustees of the University 'to demand and collect said rents,' that is, 'the additional rent equal to the state taxes.' This measure excited warm and determined opposition among the lessees.

Meetings were held, petitions were circulated, and delegations were sent to Columbus to work for its defeat. Mr. Boyce was besieged by argument and appeal and occasional threat. He received it all with hearty good nature, but stood like a rock. Indeed, the opposition only roused him to greater zeal. Fully convinced of the justice of the measure, and fully determined that the University in its need should receive what was so clearly its due, he fairly glowed with enthusiasm. His popularity with his fellow-members, his unremitting labor, and his intense earnestness were the chief factors in the result. The



BISHOP EARL CRANSTON.



bill became a law March 30, 1875, and was known thereafter as the 'Boyce Law.'

"These two measures added about \$3000.00 to the annual revenues of the University. In the existing condition of the institution this sum was of itself no mean consideration; but it was worth far more as a legislative fact, for it opened the way for other and far greater sums.

"Encouraged by these successes, some of the friends of the University obtained from the board of trustees a reluctant consent to ask for a direct appropriation from the state; and in 1880 a bill was introduced appropriating \$20,000.00 for the re-



JUDGE GEORGE P. SHIRAS.

pair of the buildings. The campaign for its passage was notable. Few had any expectation that it would ever pass. Some spoke of it with derision. Some sneered at it. Nearly everybody treated it coldly. Few, even of the trustees, took any active interest in it, and most of them considered the effort to secure its passage a waste of time and of the money spent for railroad and hotel expenses. But there were five or six men who had faith and who proved their faith by earnest and persistent work; of these there was no one who threw himself into the struggle with so much

eagerness and abandon as Mr. Boyce. He was ready at every call. He gave his time without stint. He took advantage of his privileges as a former member of the House, and of his acquaintance with former members and with the members from Cincinnati to press the interests of the University. He extended his acquaintance among the members in order to win more votes. He headed off opposition. His vigilance, his ardor, his courage, his unflagging perseverance made his single presence a host.

"This bill passed the House in the Spring of 1880; but before it came to a vote in the Senate, the General Assembly ad-

journed. During the adjourned session, however, March 21, 1881, it was passed by the Senate in the face of determined opposition and by a bare majority. When the long contest was over and we were at last assured of success, Mr. Boyce was jubilant. I think I never saw a happier man."

President Scott was succeeded by Dr. Charles W. Super, a graduate of Dickinson College. The administration of President Super may well be considered as marking the "newer" Ohio University. Dr. Super saw a future for the institution. The entering wedge toward legislative help began to yield results. The Alumni roll also grew apace. The legislature to make amends for half a century of neglect began to make direct appropriations for its support. It has already been noted that in 1881 the sum of \$20,000 had been appropriated for the repair of buildings. Two years later another sum of \$10,000 was voted for the same purpose. The following year \$5,000 for general support was set aside. The year 1886 indicates still another



PRESIDENT, DR. CHARLES  
W. SUPER.

recognition; of the \$8,000 intended for the college, \$5,000 of it was to establish a Chair of Pedagogy. This was a wise move. As has been intimated Ohio University in its early history was noted as a strong teacher's college. This phase of her work was now to be strengthened by offering distinctly pedagogical courses. Dr. J. P. Gordy was called to the Chair of Pedagogy and it was a wise selection. Students began to flock, as in the days of McGuffey, to Athens.

The direct appropriations continued to increase year by year. In 1896 bonds to the amount of \$55,000 were voted for the erection of Ewing Hall, now the administration building. This same year President Super was succeeded by Dr. Isaac Crook, who managed the affairs of the institution until 1898. Dr. Super again took charge of the institution and in 1901

gave way to Dr. Alston Ellis, who retains the position at this time. The administration of President Ellis has marked a new and distinct era in the life of the Ohio University. It ushered in the Greater Ohio University. President Ellis with his long experience as a public school and college man has made a distinct impression on the policy of the institution, in the way of new and better things. This decade has witnessed the expenditure of more money by the State of Ohio on this pioneer college than in the whole century of its history. In 1900 there were five buildings on the campus. Now there are twelve. Then there was a faculty of twenty-two, now there are sixty-seven. Then there was a yearly enrollment of four hundred students, now there is one of fifteen hundred. The whole amount expended by the state in the way of permanent im-

provements and maintenance in this period is over a million and a quarter dollars.

The coming of the State Normal College to the Ohio University was a distinct gain to the institution. Whatever opinions may exist as to the placing of a professional school for teachers alongside of a Liberal Arts College, there is but one, when the experience of Ohio University along this line is considered. The idea that a Normal College deteriorates a Liberal Arts College has been exploded at Athens. There is no more reason why these two colleges can not be co-



PRESIDENT, REV. ISAAC CROOK.

ordinate than there is to say that a law school or agricultural college can not be connected within the same university.

The Normal College of Ohio University was established by

statute March 12, 1902. The state levies by taxation one and one-half one hundredths of one mill upon every dollar of taxable property of the state for its support. This yields about thirty-three thousand dollars annually. The law that has meant more to the Ohio University is the one passed April 1906, in which the State of Ohio, outlined its policy regarding the institution. It placed it among the wards of the state and thus retrieved itself for the years of neglect. No friend of the old college has any reason to complain of the recent action of the state. The state as trustee is doing well by its ward and the college is doing well by the people of the state. Today its work is more nearly akin to what its founders wished it to be than ever before. Its field of usefulness is found in its College of Liberal Arts, the State Normal College, the College of Music, the School of Commerce, the Electrical and Civil Engineering Departments, and the State Preparatory School.



C. L. MARTZOLFF,  
*Alumni and Field Secretary.*

Ohio University has long been recognized and rightly too as the "poor boys' school." The authorities maintain with show of evidence that any young man or woman can graduate here with less expenditure of money than in any college in Ohio. The graduates of the Ohio University are admitted without question into the larger institutions of the country. She has now representatives doing graduate work and holding fellowships in Harvard, Clark, Chicago, Cornell, and Johns Hopkins.

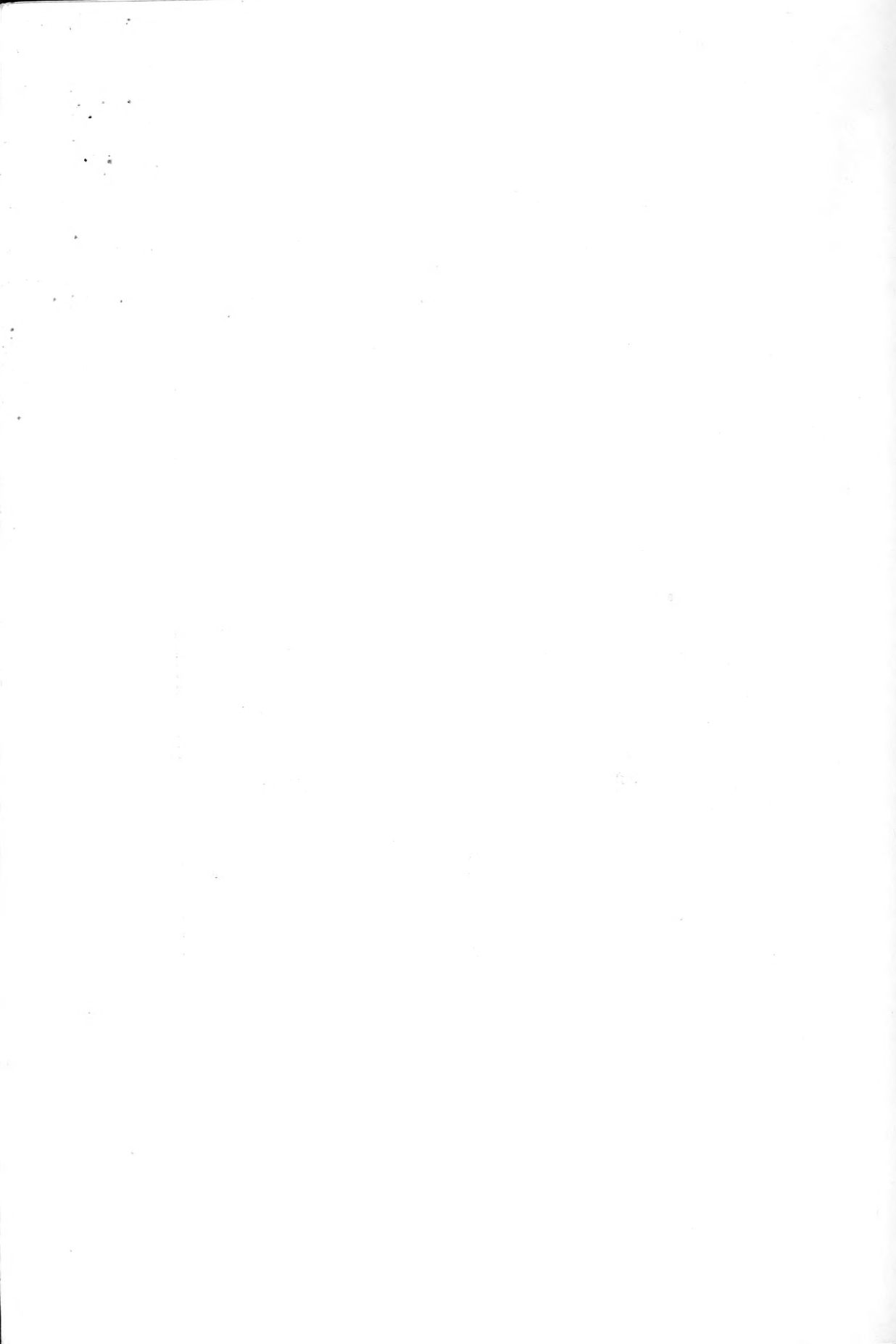
The relationship existing between "town and gown" has always been the most aimable. In Athens the college is the big thing. Social life centers about the campus. The citizens of the town are interested in their historical old school, and as a result the students are invited into the best

homes. There are no saloons and the college authorities, the faculty, students, and their friends helped to bring this about.

This, in brief, is the story of the pioneer college of the central west. We have seen its origin, a gift from the national government, its growth, and its period of the "dark ages." But it has had its renaissance. So that in 1904, when its centennial was celebrated, its sons and daughters from the East and the West, the North and South, and even from beyond the seas gathered beneath the "old beech" that was standing when the bell first rang for classes at the opening of the last century. Here, too, they gazed at the row of seventeen elms planted by the hands of the great McGuffey, and wandered through the corridors of the old buildings that had sheltered them, and thousands of others through the lapse of the century, and all stood beneath the trees and sang the praises of "Old O. U."



MONUMENT SQUARE, SHOWING MCGUFFEY ELMS.













NEW SERIES

VOL. VIII., No. 3

SUPPLEMENTARY NUMBER

THE  
OHIO UNIVERSITY  
BULLETIN

SCHOOL OF ORATORY

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ATHENS, OHIO, APRIL, 1911

Published by the University and Issued Quarterly

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### BE TRUE

Thou must be true thyself,  
If thou the truth wouldst teach;  
Thy soul must overflow, if thou  
Another's soul wouldst reach;  
It needs the overflow of heart  
To give the lips full speech.

Think truly, and thy thoughts  
Shall the world's famine feed;  
Speak truly, and each word of thine  
Shall be a fruitful seed;  
Live truly, and thy life shall be  
A great and noble creed.

# SCHOOL OF ORATORY

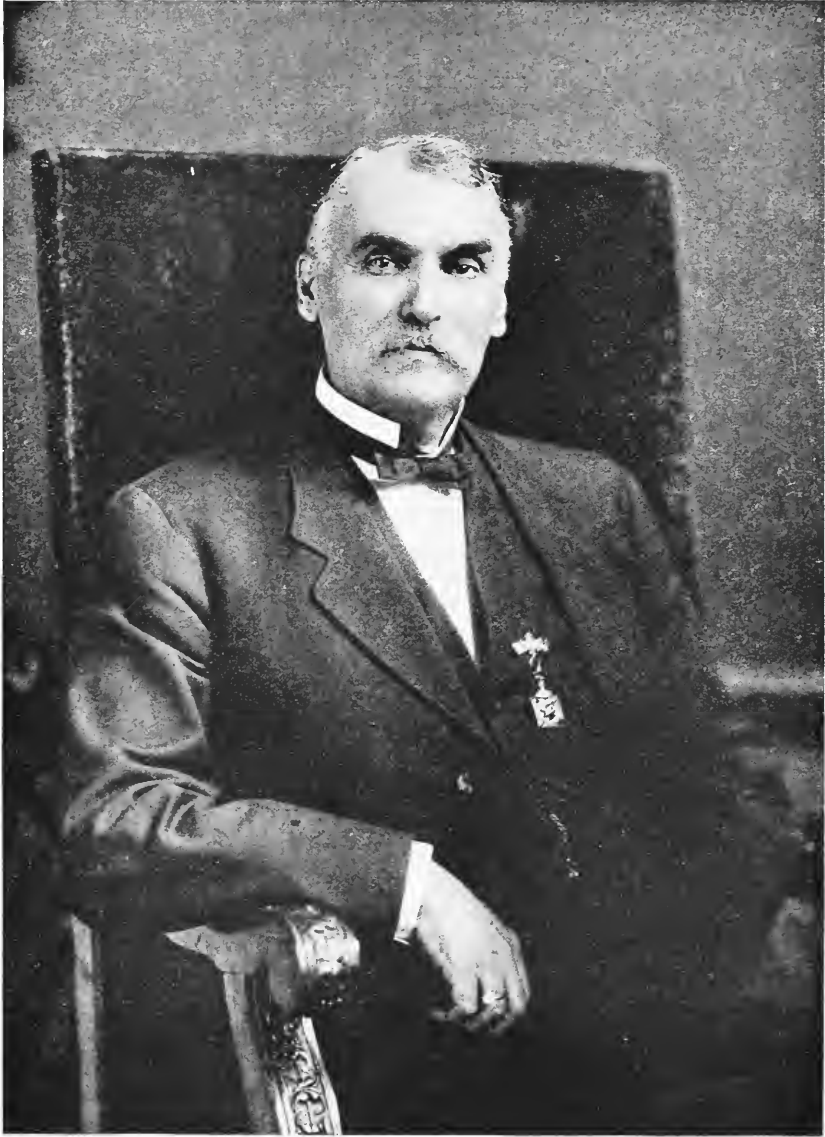
MOTTO:

"A ROUNDED DEVELOPMENT MUST BE OF  
SPIRIT, MIND, AND BODY."



OHIO UNIVERSITY

ATHENS, OHIO



PRESIDENT ALSTON ELLIS



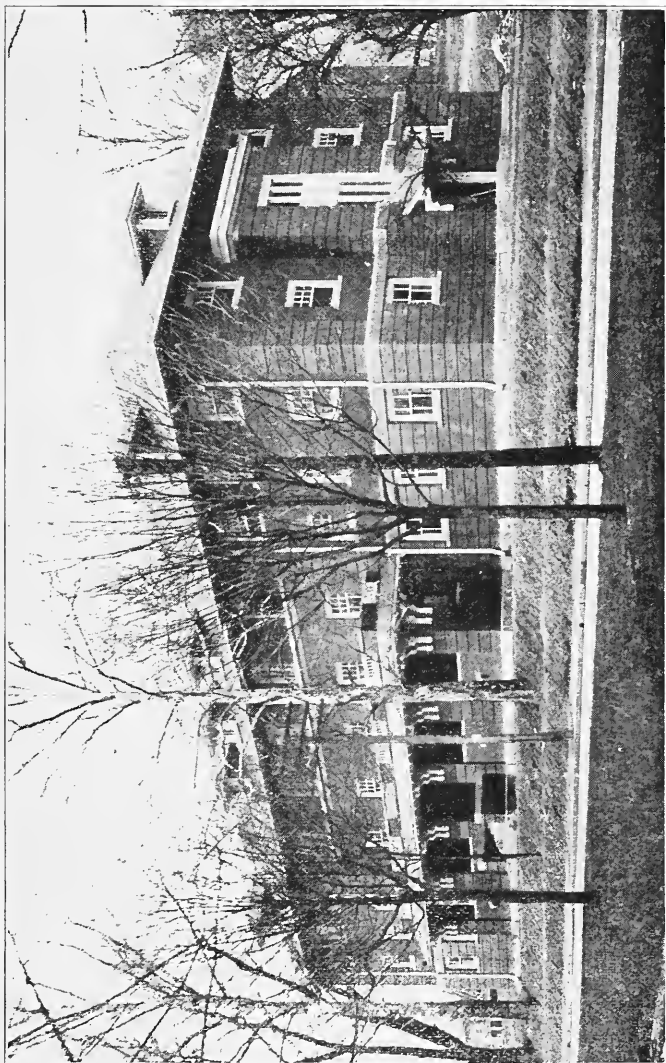
FRONT VIEW OF ELLIS HALL  
IN WHICH THE SCHOOL OF ORATORY IS LOCATED





EWING HALL





BOYD HALL  
ONE OF THE DORMITORIES FOR YOUNG WOMEN

## BOARD OF TRUSTEES

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SCHOOL OF ORATORY CALENDAR  
1911

Tuesday, March 28.....Opening of Spring Term  
Sunday, June 11.....Beginning of Commencement Week  
Thursday, June 15.....Commencement Day  
Monday, June 19.....Opening of Summer Term  
Friday, June 28.....Close of Summer Term  
Monday, September 11.....Registration of Students  
Tuesday, September 12.....Opening of Fall Term  
Friday, December 22.....Close of Fall Term

1912

Monday, January 1.....Registration of Students  
Tuesday, January 2.....Opening of Winter Term  
Friday, March 15.....Close of Winter Term  
Tuesday, March 25.....Registration of Students  
Tuesday, March 26.....Opening of Spring Term  
Sunday, June 9.....Beginning of Commencement Week  
Thursday, June 13.....Commencement Day  
Monday, June 17.....Opening of Summer Term  
Friday, July 26.....Close of Summer Term  
Monday, September 9.....Registration of Students  
Tuesday, September 10.....Opening of Fall Term  
Friday, December 25.....Close of Fall Term

## Faculty

ALSTON ELLIS, PH. D., LL. D.

PRESIDENT.

HARRY RAYMOND PIERCE

Director of the School of Expression. Professor of Public Speaking, Ohio University. Coach and Critic for Coit Lyceum Bureau. Literary Interpretation. Voice Training. Dramatic Action. Oratory.

MARIE A. MONFORT

(Graduate Leland Powers School). (*Assistant*) Shakespeare, Pantomime, Bodily Action, Interpretative Reading, Monologue.

ZULETTE SPENCER PIERCE

Lyceum Reader and Entertainer. (*Assistant*) Monologues and Plays.

EDWIN WATTS CHUBB, LITT. D.

Dean of College of Liberal Arts and Professor of Rhetoric and English Literature.

JOHN CORBETT, A. B.

Director of Physical Education.

### SPECIAL LECTURERS

ALSTON ELLIS, PH. D., LL. D.

Is Elocution worthy of a place among the Fine Arts?

ALBERT BURDSALL RIKER, D. D.

Philosophy of Expression. (Former President of Mt. Union College.)

McINNES J. NEILSON, A. B.

Burns and Scotch Dialect. (Public Lecturer of Coit Lyceum Bureau.)

THERESE PEEBLES.

Interpretative Readings. Teacher of Oratory, Youngstown, Ohio.

EDWARD AMHERST OTT.

Public Lecturer for Twelve Years. (Dean of Drake School of Oratory, Des Moines, Iowa.) (President Ott Schools of Expression, Chicago, Ill.)

J. C. GOODRICH, D. D.

Lecturer "Great Orators."

ZULETTE SPENCER PIERCE.

Entertainer. "Rounded Development." Health Talks for Girls.



HARRY RAYMOND PIERCE, Director, School of Oratory. For four years Director of Pierce's School of Expression, Mt. Union College. Coach and Critic for the Coit Lyceum Bureau.

## Announcement

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### SCHOOL OF ORATORY.

For what does the School of Oratory of Ohio University stand? What methods of instruction are used? Does it offer a practical course for college men and women?

Answering these questions in order. The department stands for a higher development of personality, for individuality, and loftier purposes.

Second: To achieve the best results, there must be brought to bear the highest possible training in thought and expression.

Third: To-day in all walks of life, men must be able to stand on their feet and express their views in public; and, furthermore, be able to convince and persuade their fellow-men. This cannot be accomplished without daily practice in committing selections and orations of prominent writers and speakers, then, in writing original speeches and delivering them, studying the great orators as models, thus developing high standards. Also, a thorough training in voice production is necessary for a well-modulated voice. A good personality can always gain a hearing and accomplish the desired results.

Making extemporaneous speeches from the class-room platform, during the second year's work and debating the questions of the day, are regular exercises. All these exercises are practical and profitable, because they prepare for a more useful life's work.

Beecher says: "Let no man who is a sneak try to be an orator," and he might have added, let no man aspire to distinction as a public speaker, whether it be in the pulpit, at the bar, or on the platform, unless he be willing to spend his days and nights in developing all the resources of his spirit.

Our motto therefore is, "A Rounded Development must be of Spirit, Mind, and Body."

## LOCATION

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern Railroad and its branches; from the southern, central, and northern portions of the State by the Hocking Valley and the Toledo & Ohio Central Railways. By these routes it is about one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the town are unsurpassed. Its principal streets are paved; it is provided with waterworks and sewerage; its Board of Health is vigorous and efficient. There are few towns in the country that are more desirable as a place of temporary or permanent residence than Athens.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

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# Method of Instruction

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## THE AIM OF THE SCHOOL

Is to give the student a solid foundation, to start him building a worthy structure thereon, and to instill such knowledge that the upbuilding may continue. The aim then is not merely to learn to deliver a few selections, but to know the elements of Public Speaking in every detail.

## THE AIM ALSO

Is to have each student fitted for some position at the end of the Two-Year Course, either to teach or to do public work as a lecturer or entertainer as he seems best adapted. Only a few students are desired so that they may receive the personal attention and criticism of those in charge, as the best results can be obtained in this way. A dozen teachers who have not had the practical experience in public work, and who deal only with the theoretical side, may turn out a score of worthless graduates each year, having the "parrot style" of speaking a few pieces upon which they have been drilled. **THIS IS NOT THE AIM OF THE SCHOOL.** Students must know when, and why, they are right or wrong. The mistake has been in developing the "imitative" rather than the creative, and pupils see things as their teachers see them, when they should form their own mental image and have a definite idea of the author's meaning, seeing, hearing, and feeling as he does, in fact reproducing true to life.

## WHO WOULD PROFIT BY STUDYING

Ministers whose voices lack volume or variety and who have fallen into ruts and acquired mannerisms which distract the attention of their audiences: lawyers who fail to speak in a direct and convincing manner and who do not know that "WHAT A MAN SAYS COUNTS ONE-FOURTH: AND THE WAY HE SAYS IT, THREE-FOURTHS:" teachers who cannot impart their knowledge and who do not understand the principles of Common Reading, and thus neglect to instruct others in the most simple interpretation of our great writers: and lecturers who are not making the success they should and who wonder why they are not in greater demand: who by a knowledge of intonation, facial expression, and gesture could double their success?

## REQUIREMENTS FOR ENTERING

The requirements for entering the Graduate Course in Public Speaking and amount of preparation required in English are as follows: Spelling, Punctuation, Grammar, Paragraphing, and the Fundamental Principles of Rhetoric and Composition.

Certificates from accredited schools will be accepted, but these must show that the student has written at least ten exercises of 300 words each.

Certificates must also contain a statement from the instructor indicating just the amount of English that each student has had, the amount of practice in writing exercises, and the arguments on specific questions. Students without certificates may present such exercises as they have written for inspection.

## EXAMINATION RULES

An examination will be given at the beginning of each term to those who cannot furnish certificates. The student should be prepared to recite one or two selections which he has committed and to write a theme on a subject given by the instructor. These examination rules are not to debar the pupils but rather to place them where they belong in the English Department.

Credit will also be given for work done elsewhere in Schools of Oratory or by private instruction, provided statements of facts are presented, showing that the exact amount of work already taken has been satisfactorily accomplished,



## Course of Study

### THE FOUNDATION

Is of vital importance. A house that is built upon the sand cannot withstand the wind and floods. A public speaker will be blown away by the storm of disapproval unless he has a Correct Pronunciation, Distinct Enunciation, Good Articulation, Modulation of the Voice, Force, Variety, Purity of Tone, and Good Bearing: knowing how to Gesture for Emphasis, yet without awkwardness, and having a comprehensive knowledge of Grammar, Rhetoric, and English Literature.

(All courses must be continued throughout the year.)

COURSE 1.—Oratory. I., II., III. (Required.)

The aim is to acquire a pure tone, strength and flexibility of the voice, and a natural, and an easy manner of reading or speaking from the platform. Charts for correct pronunciation are made, miscellaneous selections studied, and parts committed which will be recited by the students before the class. Two hours.

Texts—"Choice Reading," Cumnock; "How to Gesture," Ott; "Mental Imagery," Scott.

COURSE 2.—Public Speaking. I., II., III. (Elective.)

The masterpieces of modern oratory are first studied as models, then original orations are written and delivered from the platform as required. Extemporaneous speaking on subjects assigned in advance. The development of mental imagery, in conjunction with which are original descriptions of scenes, is acquired by the student. Each member of the class is required to write and deliver three orations during the course. Three hours.

Text—"How to Speak in Public," Kleiser.

COURSE 3.—Argumentation. Winter and Spring Terms. I., II. (Elective.)

Study and principles of argumentation. Preparation of briefs, weekly practice in debates, and written arguments. Three hours.

Elective for students who have completed Course I. or II.

Text—"Argumentation and Debating," Foster.

COURSE 4.—Literary Interpretation. I., II., III. (Required.)

This course covers the field of American Literature. Selected authors are studied each week. The purpose of the course is to acquire the best possible expression—such as will reveal the thought and emotion of these different writings. Two hours.

Course 4 must be preceded by Course 1 or an equivalent.

Texts—"Literary Interpretations," S. H. Clark; "Effective Speaking," Arthur E. Phillips.

COURSE 5.—Shakespeare. I., II., III. (Required.)

Shakespearean Plays, Bible and Hymn Reading. Critical study of four

of Shakespeare's plays during the year. Expressional reading of principal scenes, and assigned passages are committed and recited. At the end of the year one of the plays will be given in costume by members of the class.

The study of Bible and Hymn reading will be taken up in the course for the sake of impressiveness. The words and the text must not simply be seen but felt. The subject matter must come into the mind as reality—truth. The motive of the reader is to secure acceptance and the end is belief. Two hours.

Course 5 must be preceded by Course 1.

**COURSE 6.—Interpretative Reading. I., II., III. (Required).**

This course is arranged especially for those who are fitting themselves for teachers. Correct emphasis in reading cannot be too highly commended, as it shows the intelligence of the reader and gives a certainty of meaning to the thought expressed.

It is a source of pleasure and culture to listen to the skillful reading of a book, newspaper articles, or passages in the Bible. Two hours.

### PRIVATE LESSONS

Two private lessons each week is a special feature of the school. This gives every student one hundred and twenty private lessons during the course. These lessons are given without extra charge. It is believed that the best success of each pupil depends upon the private criticism. It enables the instructor, at the very beginning, to remove the personal difficulties and develop the student along the lines in which he seems deficient.

### PHILOSOPHY OF EXPRESSION

This work treats of the foundation principles which underlie the character of expression in life and art. All causation of art is in the mind. God's great plan. The Trinity of Man. Psychology in relation to phases of expression. The difference between the expression of life and the artistic representation of life. The contrast between fundamentals and accidentals. The end is a well trained body and voice to respond to the mind and to picture the truths of literature. Expression an unfoldment. Creative work.

### BODILY EXPRESSION AND PANTOMIME

Art has its causation in the mind. All action of the body must be the result of the action of the mind. In this course the body is treated as an instrument. It is freed from mannerisms and accidentals and trained to become the obedient and willing servant of the mind. A definite technique of action is introduced, with exercises for the application of the principles of gesture. The office in expression of the different agents of the body, head, torso, and limbs, is studied. The pantomimic expression is carefully developed by problems of simple situations, characterization, life studies, original studies, and dramatic action.

## HOW TO GESTURE

Text by Ott. "Every outward movement is but the manifestation of an inward emotion." To know how and when to gesture are important facts. There should be ease and grace and absolute control of the body. A gesture should be only for emphasis, to make the mental picture stand out more clearly before the audience. A gesture should never attract attention to itself, but should be the bodily expression of the thought. "Gesture is that subtle language which conveys impressions which words are powerless to express."

## PHYSICAL CULTURE

Too much stress cannot be laid upon the importance of physical development: there is a marked degeneracy in the physical powers of the men and



JOHN CORBETT, A. B.  
Director of Physical Education

women of to-day as compared with those of our fore-fathers. The tendency of the present age is for mental rather than physical development and as a result we have an average of higher intellectuality, without the necessary physical strength to support it. One function should not be neglected at the expense of another, there should be the TRINITY OF SPIRIT, MIND, AND BODY.

Each student is given an examination upon entering the gymnasium classes, and is under the personal supervision of the Director of this department. Care is taken to give to each one the training most needed, and the aim is a gradual development without overtaxing. Tried and approved methods from the best schools are

used and lectures on Hygienic and Social topics are given.

The new Gymnasium offers excellent facilities for the work, having spacious floor room for free hand work, military drills, and games: a good running track and apparatus suited to the needs of the school.

## VOICE CULTURE

Text—*How to use the voice.* The principles of vocal expression are not found in any mechanical rules, but in the thought and feelings of the speaker. If one would understand the rules which govern vocal expression, he must first learn how to think and feel with the author whom he interprets.

His imagination therefore must be stimulated, his discriminating powers developed, and his voice become a responsive agent, under the guidance of his emotions.

Instruction is given in the management and regulation of the breath, the proper use of the body, and the development of vocal energy.

**Specimen Schedule of a Week's Work in First Year.**

	Mon.	Tues.	Wed.	Thurs.	Fri.
Interpretation, - - - -	8:20	8:20	8:20	8:20	8:20
Vocal Culture, - - - -		9:10		9:10	
Recitals, - - - - -					3:30
Rhetoric, - - - - -	9:10		9:10		9:10
Private Lessons, - - -	2:00				9:00
Physical Culture, - - -		3:30		3:30	

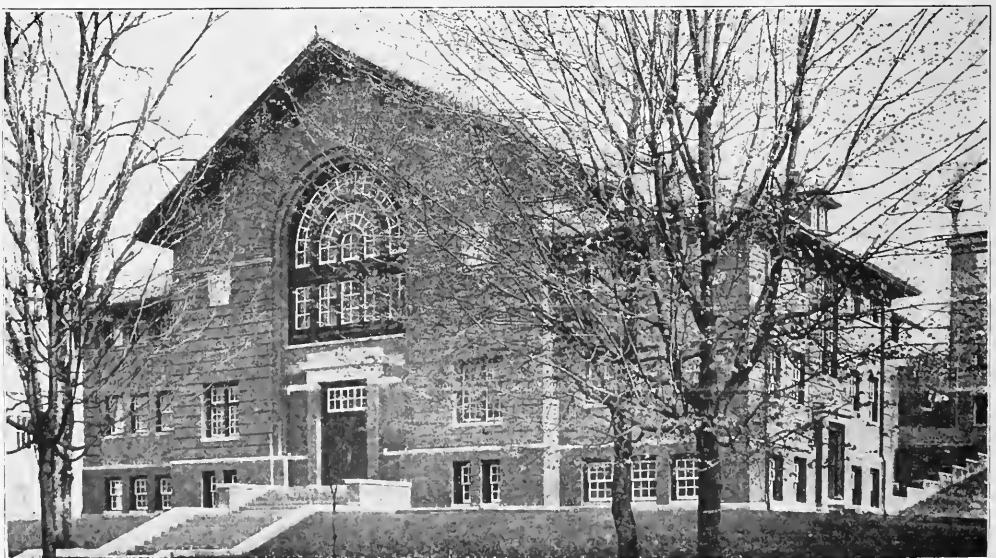
**READERS, IMPERSONATORS, ENTERTAINERS**

There is a field for your work. If you have ability do not be content with drudging along, going here and there for merely a nominal fee. PERFECT yourself in some special line. Go before a competent critic and learn your strong as well as your weak points.

The Director has made a special study of the requirements of the public entertainer and lecturer, having been coach and critic for four years for two leading Lyceum Bureaus and having appeared on Lyceum Courses with Mrs. Pierce for twelve years.

He is in touch with the Leading Lyceum Managers and has excellent opportunities of placing those who have ability.

You can acquire a new and pleasing repertoire so that every number will be strong and give variety.



NEW GYMNASIUM, OHIO UNIVERSITY

## ENGLISH LITERATURE AND COMPOSITION

## FIRST YEAR.

FALL TERM—COLLEGE RHETORIC. This is a course for the development of power in written and oral composition. Emphasis is placed upon practice rather than upon theory. Baldwin's *Composition: Oral and Written*.

is the text. Three hours a week. Before entering upon this course students must have had elementary courses in rhetoric, as this is college work.



EDWIN W. CHUBB, LIT. D.

WINTER TERM — EMERSON. A study of the prose of this American writer. Along with the study of Emerson there is a study of etymology based upon Chubb's *English Words*. The purpose is to develop a feeling for the subtleties of language, the nice distinctions and shades of meaning. Three hours a week—Monday, Tuesday, and Wednesday.

SPRING TERM — BYRON, KEATS, AND SHELLEY. This is a study of the romantic poetry of

this group of brilliant poets. Three hours a week—Monday, Wednesday, and Friday.

## SECOND YEAR

FALL TERM—THE HISTORY OF ENGLISH LITERATURE. This course includes a comprehensive and rapid survey of the great periods and writers of English Literature. This course pre-supposes preliminary readings of the standard writings. For a list consult the college catalogue. Four hours a week—Monday, Tuesday, Wednesday, Thursday.

WINTER TERM—SHAKESPEARE. At present this course includes a study of the English historical plays. In alternate years the course will be a study of the development of Shakespeare's art by a study of the plays in the supposed order of their composition. Four hours a week—Monday, Tuesday, Wednesday, Thursday.

SPRING TERM—19TH CENTURY PROSE. A study of the prose writings of the masters of English prose during the last century. Carlyle, Arnold, Ruskin, Stevenson, and others are studied. Four hours a week—Monday, Tuesday, Wednesday, Thursday.

## ENGLISH

The courses in English and Rhetoric are under the direction of Edwin W. Chubb, Litt. D., dean of the College of Liberal Arts, and professor of Rhetoric and English Literature, one of the foremost teachers in the middle west.

The public speaker must not only be familiar with the best literature, but must have a mind stored with thoughts worthy of being imparted to others.

The aim will be to develop in the student the power of clear thought and accurate expression in oral and written work: as it is believed by all that English Literature is of primary importance to one who desires to become proficient in English expression.

## RECITALS

Pupils' recitals, in which advanced students may appear, are given each month in the College Halls. Weekly recitals will be held before the class, in which all will be expected to take part, receiving criticism on their work from the instructor. Open discussion will take place in order to bring out the merits of the selections and interpret more fully the author's meaning. The class is benefited by hearing and seeing such work conducted as well as the speaker who receives the criticism.

## REQUIREMENTS FOR GRADUATION

The requirements for graduation are these: Student must have had the work in English and Rhetoric, Vocal and Physical Culture, or their equivalent, as outlined in this catalogue; also the private instruction amounting to the full two years' course, under competent teachers of oratory, which would be two lessons per week for sixty weeks, the length of the course, or 120 lessons. This is one of the strong features of this school. Many larger schools cannot afford to follow this plan as it requires so many teachers, so class instruction is substituted. Personal criticism is necessary and is far more beneficial than class work. These lessons are given without extra charge. All candidates for graduation must have the above credits before a diploma is granted.

Each member of the Graduating Class will be required to give a program of Readings, Monologues, and Impersonations before an audience invited by the school.

## DIPLOMAS

Those completing the full course of two years, and passing the examinations satisfactorily, will receive a diploma bearing the name of Ohio University, School of Oratory. A charge of five dollars is made for this diploma. Any student graduating from a four year collegiate course, and fulfilling the requirements of the Two Year Course in Oratory, will receive the degree of B. O.

## EXPENSES

Board and lodging can be obtained within a reasonable distance of the University at \$3.50 per week. By forming clubs, students may board at from \$2.50 to \$2.75 per week. Those students, whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

All young women who are not residents of Athens are required to reside in Boyd Hall or Women's Hall, unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves, and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make these quarters as attractive and pleasant as possible, and at the same time to keep the cost as low as is consistent with the accommodations provided. The cost of room and board is from \$3.50 to \$3.75 per week, according to the size and location of the room. Everything is furnished except soap and towels. About one hundred and eighty young women can be received.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

Lowest		Highest	
Registration fee . . . . .	\$18 00	Registration fee . . . . .	\$18 00
Board in clubs, average . . .	85 50	Board in private family . .	114 00
Room . . . . .	28 50	Room . . . . .	47 00
Books . . . . .	8 00	Books . . . . .	8 00
Laundry . . . . .	20 00	Laundry . . . . .	30 00
Incidentals . . . . .	10 00	Incidentals . . . . .	15 00
Tuition in Oratory . . . . .	57 00	Tuition in Oratory . . . . .	57 00
	<hr/>		<hr/>
	\$227 00		\$289 00

## SPECIAL PRICE

The usual cost for a term in the Study of Expression at any of the well known schools is \$50 per term or \$150 per year, and when you consider that you are to receive two private lessons each week in addition to the course outlined above this would not be too much. It is the wish of the authorities of Ohio University, however, that all who care for this development may avail themselves of this opportunity.

A term's tuition in Oratory is \$19.00. This includes the course outlined above and twenty private lessons. The private lessons alone would cost more than this ordinarily.



DIRECTOR'S OFFICE, SCHOOL OF ORATORY



### O. U. DRAMATIC CLUB

A Dramatic Club, under the direction of Prof. Pierce, has been formed. Students are allowed to present one standard play each term of the school year. This is of great advantage to the students, as it brings out certain latent powers, develops the art of impersonation, acquaints the cast with stage terms and settings, and the art of costuming and make-up to represent the characters true to life. There is no better way of acquiring ease and freedom of manner on the platform.

Four members chosen from this club in '08 were sent out in Lyceum work, they are known as the Lyceum Dramatic Company: and, have been very successfully presenting scenes from our best books and plays, in costume, and make-up. The Company is booked solid for 1911 and 1912 by the leading Lyceum Bureaus.



A DRAMATIC CLUB GROUP—OLD ACRE FOLKS

### LITERARY SOCIETIES

There are three literary societies in the University open to all regular students in the School of Oratory, the Athenian, the Philomathean, and the Adelphean. They occupy well equipped rooms in Music Hall. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions.

The first annual contest in oratory, between the Athenian and Philomathean literary societies, was held in the Spring term of 1901. Each succeeding Spring term of the college year has brought a contest of similar nature. Up to 1907, when Mr. J. D. Brown donated \$100 for the prizes, the prizes were as follows: First prize, \$30; second prize, \$20.

THE "BROWN PRIZE IN ORATORY." — Mr. James D. Brown, a public-spirited citizen of Athens, who has always shown a deep interest in the welfare of the University and a special interest in the oratorical contests, has made provision for prizes to be awarded to the three oratorical contestants winning highest grades, as follows: First prize, \$50.00; Second prize, \$30.00; Third prize, \$20.00. This generous action has stimulated increased interest, among students, in the work of the literary societies.



OHIO UNIVERSITY CAMPUS SCENE, ATHENS, O.

## ORATORICAL AND DEBATING ASSOCIATION

The Oratorical Association is open to all students regularly enrolled for twelve or more hours' work per week.



Miss Boelzner won the prize in competition with the representatives of the State Normal Schools of Kentucky and Indiana. The contest in 1911 will be held in Athens, Ohio

The object is to promote a higher standard of literary excellence in this institution, through annual contests with other colleges and universities, in debate, oratory, and such other forms of literary discourse as may be decided upon by the Executive Council.

There are two preliminary contests in debate and two preliminary contests in oratory to determine who shall represent the institution in inter-collegiate contests in debate and oration. The first preliminary contest is held in December of each year, and the second preliminary contest near the end of each Winter term.

For further information concerning contests, send for "Constitution of the Oratorical and Debating Association of Ohio University."

## THE ORATORICAL AND DEBATING SOCIETY

The executive council of the Oratorical and Debating association, consisting of Dr. Ellis, Dr. Elson, Dr. Chubb, Prof. H. R. Pierce, Prof. C. M. Copeland, Prof. H. R. Wilson and three representatives from the Philomathean, the Athenian, and the Adelphean literary societies, respectively, met October 4 and elected the following officers: L. D. Jennings, President; Samuel Shafer, Vice President; L. W. Armstrong, Secretary; Prof. Pierce, Corresponding Secretary; W. W. Robinson, Treasurer; and Prof. C. M. Copeland, Faculty Treasurer.

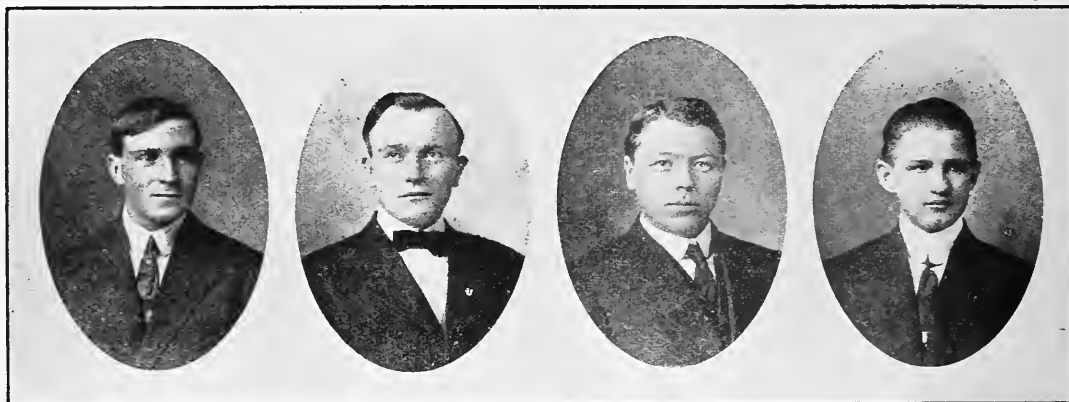
Programs will be given regularly by the Association in the assembly room of Ellis Hall. We solicit a goodly attendance to hear the rendition of these programs. This department at O. U. is new but it is making rapid advancement both in number of participants and in quality of work done. This fact was surely evident last year in our debating, oratorical, and other literary contests in which the results were far above much preceding work in late years.

The Association is composed of students who are active members and in good standing in any of the three literary societies and who are taking at least twelve hours of regular work in the University. Also, to become a member the applicant must receive three-fourths of the vote of the executive council and pay a fee of twenty-five cents. If you fill the above requirements, if you desire to improve your ability in public speaking, come and join the Association and profit by the efficient criticism and earnest labors of Prof. Pierce, to whom our improvement in public speaking should be accredited. If you are compelled to make some sacrifices in your regular work, remember that all time is profitable that is used to make one's self more skillful in originating and expressing good ideas to his fellow-beings, to create loftier purposes in life and execute them, and be classified eventually among the doers who CARE and WILL. Literary work aids in bringing about such conditions.

*Taken from Side Lights, October, 1910.*

*Page Twenty-Three*

## INTERCOLLEGIATE DEBATORS



E. L. BANDY

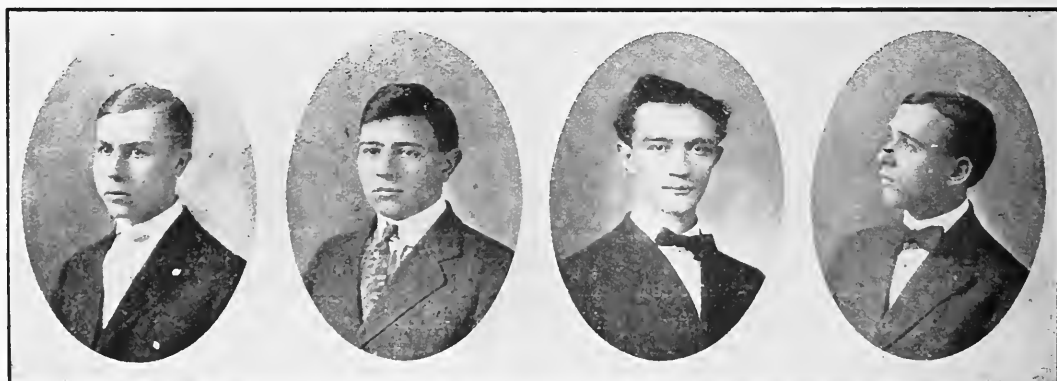
L. W. ARMSTRONG

J. A. LONG

M. L. FAWCETT (Alternate)

OHIO, 2: MIAMI, 1

*Resolved.* That the United States should Establish a System of Postal Savings Banks.



H. DE LA RUE

L. D. JENNINGS

H. L. RIDENOUR

L. H. MILLER (Alternate)

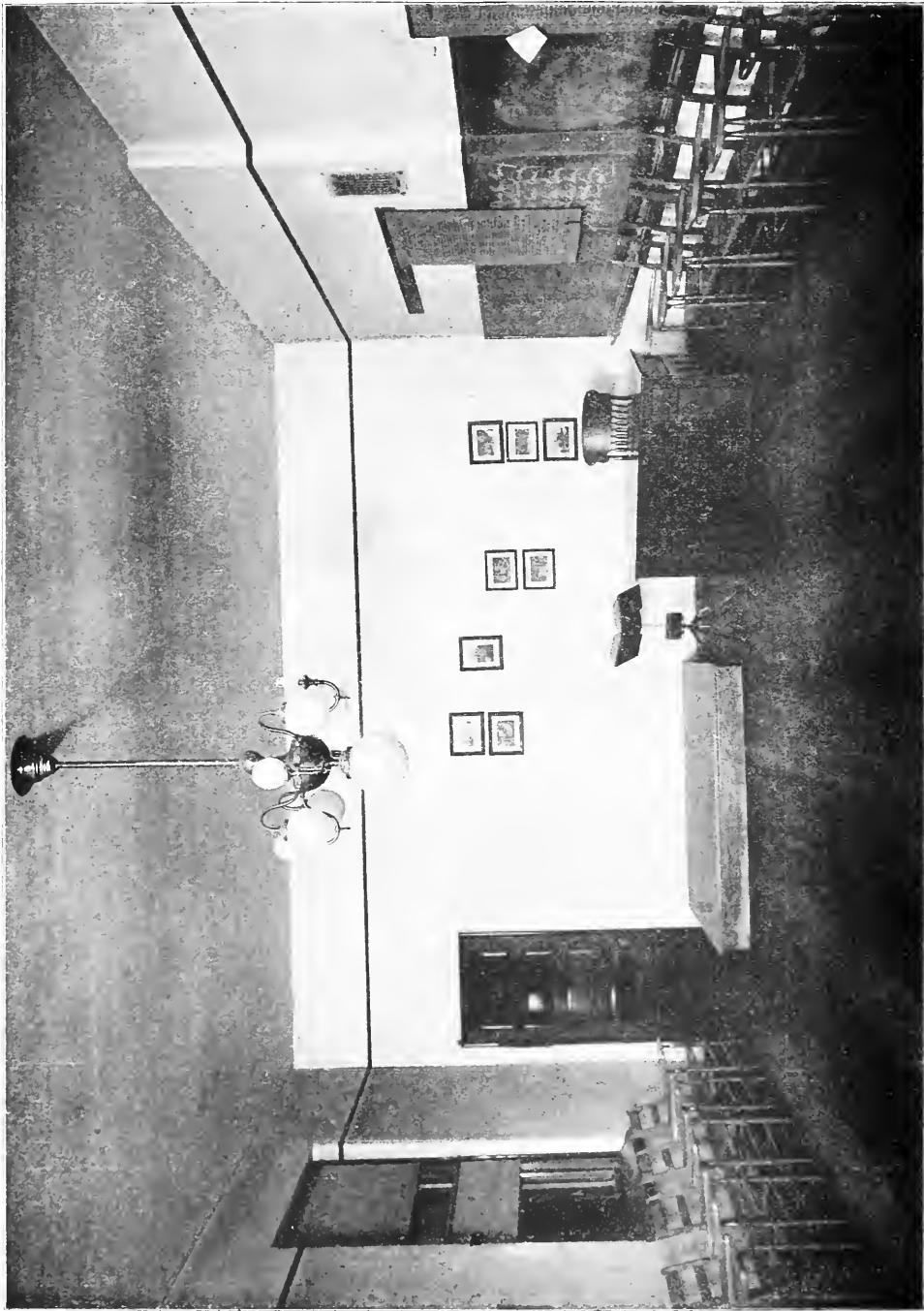
## LIBRARY AND READING ROOM

In the study of Literature and History the most important aid, in addition to a good teacher, is a large stock of well-selected books. In this respect the Ohio University is liberally provided. The University and Society libraries contain 35,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible, under certain limitations, to the students. The reading room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are useful not only for reference but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy, whether in German, French, or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading room, in which are placed most of the reference books, and all the periodicals, is accessible at all times. The reading of well-chosen books not only tells the student what others have thought in every department of knowledge but likewise stimulates him to think for himself. A good library is of itself a university.

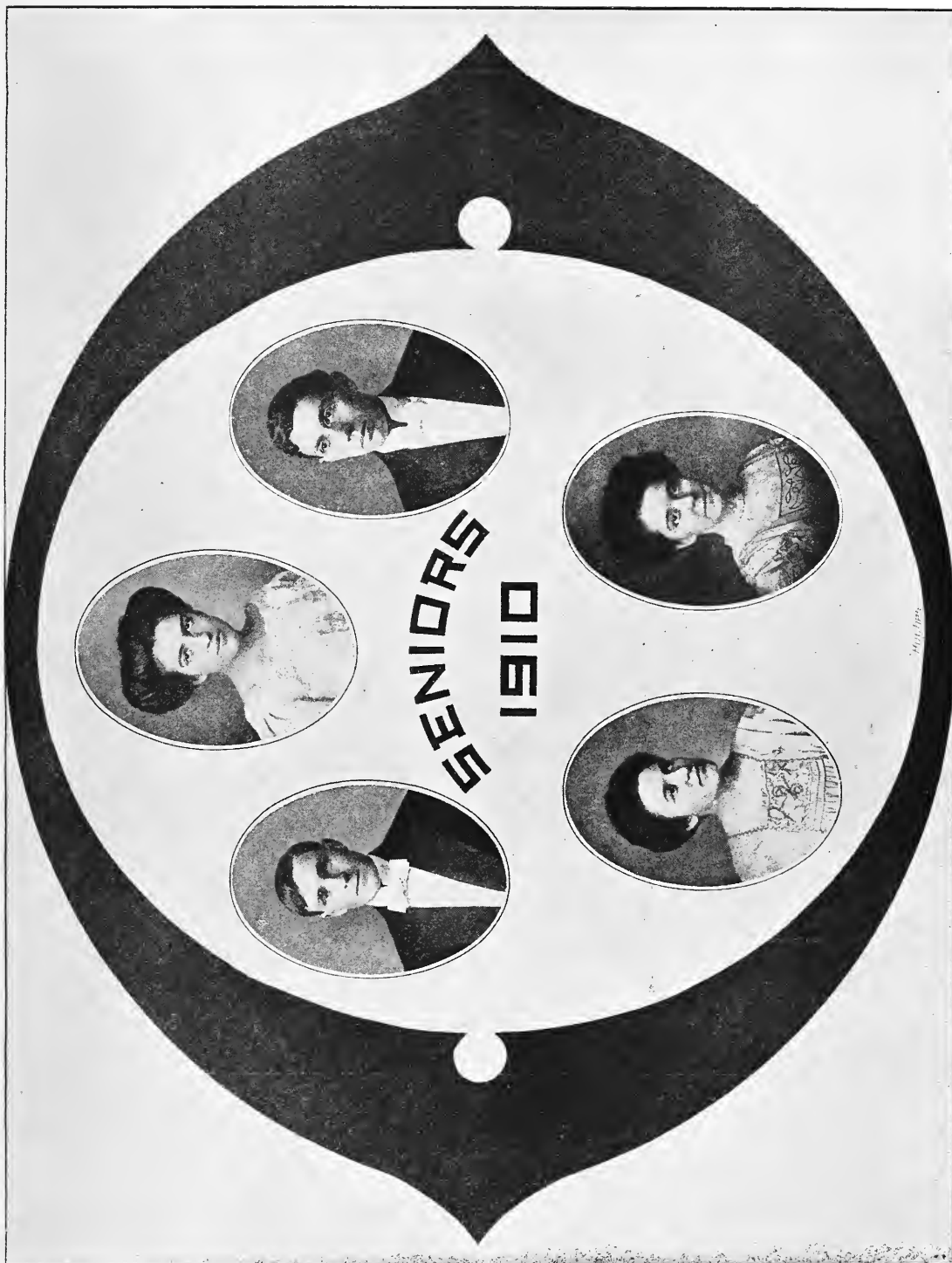


East View, Carnegie Library, Ohio University, Athens, Ohio.



CLASSROOM, SCHOOL OF ORATORY







MARIE A. MONFORT, B. O. (ASSISTANT TEACHER AND MONOLOGIST)  
Graduate of Leland Powers School, Boston, Mass.  
Entertainer with the Coit Lyceum Bureau





ZULETTE SPENCER-PIERCE, (ASSISTANT TEACHER)

For four years Teacher of Expression and Director of Girls' Gymnasium, Mt. Union College. Well-known Lyceum Reader and Entertainer. With the Coit Lyceum Bureau and the Antrim Lyceum Bureaus.

"If you have something to say you can always say it" is a foolish word that often passes for wisdom. A man might as well claim that if you have a tune in your head you can play on the piano.

Take moments of great excitement, whether political or moral, and every man of the thousand who have come together is burning with a message, and then see how few can effectively utter that message.

The one thing that has handicapped, more than all else, the pulpits of this country is the fact that the schools have taught the young minister everything but how to preach. "How can these men speak, never having learned," is our condemnation.

Perhaps there is no greater work in all the field of education than the work done by our Schools of Expression.

N. MCGEE WATERS.



GOVERNOR J. W. FOLK



"The benefits of a course in Public Speaking for young people cannot be overestimated."

JOSEPH W. FOLK.



Since taking instruction in the "School of Oratory" at Mt. Union College, I have had a higher ambition in life. I can heartily recommend the method of direct conversational speaking, and feel, from a pastor's standpoint, that training of this kind is greatly needed by all ministers and public speakers.

W. C. MILLER,

Pastor M. E. Church, Malvern, O.



ARTHUR C. COIT

THE COIT LYCEUM BUREAU  
CITIZENS BUILDING  
CLEVELAND, O.

The public who pay an admission fee to hear a Lecturer, Entertainer, or Concert, is becoming more exacting each year. The demand is as great for a good speaking voice with proper inflections and intonations, as for the singing voice. Quality and manner of using a voice are as necessary on the platform as the thought and action of the speaker. Proper preparation of attractions is being insisted upon by the leading Lyceum Bureaus, and the extent to which this is done is really a part of their competition at present.

Governors, Congressmen, Preachers, as well as the new beginners realize that they readily fall into mannerisms and need a professional coach to point out their oratorical weakness. One of the leading recognized men for the work of platform coach for Lecturers and Entertainers, and Concert Companies as well (for he has a good musical training) is Prof. H. R. Pierce.

ARTHUR C. COIT,  
President Coit Lyceum Bureau.

## ADRIAN NEWENS

DIRECTOR OF PUBLIC SPEAKING FOR 12 YEARS  
AMES AGRICULTURAL COLLEGE, IOWA.

A Department of Public Speaking offering courses in the Speech Arts to regular College and University students ought to be established in every college and university.

From the earliest years of one's educational career a great deal of time is given to the study of language but mostly from a written point of view. One has but to listen to the conversation of men and women in parlor and hall, on the street and in the counting house, to know how little the study of language from a written point of view has affected the spoken word. One has but to listen to the spoken English of the student in the class room to note how little his study of the written word has effected his speech. If for no other reason than the development of a clearer, more perfect and effective conversation, a Department of Public Speaking should be established in institutions of higher learning.

But there is another reason why such a department should be established and supported. Every college man and woman is of necessity a leader in the circles with which he associates himself after graduation.

The leader is always the spokesman. It is excruciatingly painful to listen to the speaking leadership of many college men and women when called upon to represent themselves and their profession in a public way. Public speaking therefore becomes a part of the education of every college man and woman whatever course of study he may pursue. If he is an engineer he should know and be practiced in the art of speaking along engineering lines. If he be an agriculturist, physician, lawyer, teacher, merchant, or what, his leadership is not complete without the development of the most used method of communication.

ADRIAN M. NEWENS.

## DR. EDWARD AMHERST OTT

NOTED LECTURER. DEAN OF SCHOOL OF ORATORY, DRAKE UNIVERSITY, IOWA,  
FOR SEVERAL YEARS PRESIDENT OF THE OTT SCHOOL  
OF EXPRESSION, CHICAGO.

The greatest social movement of the world is Christianity. Its founder never wrote a line. He spoke and the world hears him yet.

All great movements have been led to success by orators. The time will never come when great, sincere men are not needed to inspire their fellow-men to high purpose and noble deeds.

EDWARD AMHERST OTT.

## RALPH PARLETTE

EDITOR OF THE LYCEUMITE AND TALENT

(THE LYCEUM MAGAZINE)

150 MICHIGAN AVE., ROOM 959, CHICAGO.

It has taken me nearly fifteen years to learn by hard struggle and at the expense of the lyceum, the bureaus, the long-suffering committees, and my friends, some of the A-B-C's of the platform—taken me fifteen years to learn that what an audience wants is sincerity, simplicity, and character, and what it don't want is strut, artificiality, and rant. I calculate it has cost me and others some thousands of dollars to learn the few things along this line by experimentation, groping blindly in the dark. But that was the smallest expense. It has cost me sleepless nights and hours and months of speechless horror. You can't figure that with the multiplication table. Fifteen years of this to learn a few of the first reader lessons of platform work.

If fifteen years ago a man like Pierce had taken me in hand, what he could have done for me would have been priceless. He would have saved some of the fruitless years of my life and turned them into profit. I have never seen as now the value and the necessity of the teacher in expression and the platform coach as I see it now. By all means study with some one who knows—not to become an imitation of him, but to discover yourself. The real teacher will not allow you to imitate him. The real teacher will simply rip the husks off your own self and discover you to yourself. He will grind off the rough and show the diamond underneath.

Harry Raymond Pierce can do these things. He is a discoverer of raw diamonds and a wonderful polisher. This isn't heresay. I have met platform people who were growing. In a season or two they had jumped in price and in excellence. And I found out they had been down to Athens with Pierce.

RALPH PARLETTE.



